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ABSTRACT

Proceedings of the 1982 forum of the Association for Institutional Research (AIR) and the 1982-1983 AIR Directory are presented. Titles and authors of general session addresses contained in section 1 are as follows: "On Quality: The Federal Connection" (David Pierpont Gardner); "New Initiatives of State Policy in Higher Education" (George B. Weathersby); "Applications and Implications of Information Technology" (Louis Robinson); "Making Informed Decisions about Computing" (Frederick A. Gross); and "The Political Nature of Institutional Research" (William L. Tetlow). Additional contents include a list of program participants and contributors and abstracts and summaries of contributed papers, seminars, symposia, panels, workshops, and special interest/regional group meetings. In section 2, the AIR Directory lists members alphabetically and by state, province, or country, and institutional affiliation. AIR committees and affiliated regional/special interest groups are also identified, and the following governance documents are presented: constitution and by-laws, guidelines for awarding distinguished membership, emeritus membership, and outstanding service commendations. Minutes of the 1982 annual business meeting are included. (SW)

AIR 1982–1983

PROCEEDINGS

Forum 1982

Responding to Qualitative and Political Issues

Denver
May [illegible]

DIRECTORY

1982–83

The Association for Institutional Research

Forums over the Years . . .
Locations and Themes

Chicago—1961	(First National Institutional Research Forum)
Chicago—1962	(Second National Institutional Research Forum)
Detroit—1963	*The Role of Institutional Research in Planning*
Minneapolis—1964	*A Conceptual Framework for Institutional Research*
Stony Brook—1965	*Design and Methodology in Institutional Research*
Boston—1966	*Research on Academic Input*
Athens, Georgia—1967	*The Instructional Process and Institutional Research*
San Francisco—1968	*Institutional Research and Academic Outcomes*
Chicago—1969	*The Challenge and Response of Institutional Research*
New Orleans—1970	*Institutional Research and Communications in Higher Education*
Denver—1971	*Institutional Research and Institutional Policy Formulation*
Miami Beach—1972	*Reformation and Reallocation in Higher Education*
Vancouver—1973	*Tomorrow's Imperatives Today*
Washington, D C —1974	*Public Policy: Issues and Analyses*
St Louis—1975	*Information for Decisions in Postsecondary Education*
Los Angeles—1976	*Conflicting Pressures in Postsecondary Education*
Montreal—1977	*Research and Planning for Higher Education*
Houston—1978	*Balancing Needs and Resources*
San Diego—1979	*Issues for the Eighties*
Atlanta—1980	*Meeting the Challenges of the Eighties: Redirection of Resources for Renewal*
Minneapolis—1981	*Toward 2001: The Institutional Research Perspective*
Denver—1982	*Responding to Qualitative and Political Issues*
Toronto—1983	*Integrating Human Resources and Technology* May 23–26 The Sheraton Centre
Ft Worth—1984	May 6–9 The Hyatt Regency Fort Worth
Portland, Oregon—1985	April 28–May 1 The Portland Hilton
Orlando—1986	— —
Kansas City—1987	— —

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AIR 1982–1983

PROCEEDINGS

Forum 1982

Responding to Qualitative and Political Issues

Denver
May 16–19

DIRECTORY

1982–83

The Association for Institutional Research

Foreword

AIR 1982–1983 is the second edition of the composite *AIR Forum Proceedings/AIR Directory*. It includes 1982 Forum information and 1982–83 membership/organizational information. The scope of the materials included within its covers can be seen on the facing contents page.

The 1982 AIR Forum was held in Denver, Colorado, May 16–19, and attracted 737 registrants. A total of 350 persons contributed in one way or another to the development of the theme, "Responding to Qualitative and Political Issues." Daniel R. Coleman was the Forum chair. The *Proceedings* begin on page 1.

Information about membership and association activities for the 1982–83 year begins on page 109 and is up-to-date through March 31, 1983. It has been compiled from records in the AIR Executive Office; errors should be called to the attention of the executive secretary.

This is the first full membership year since the change from a calendar to a Forum-to-Forum membership year. The nearly final number of members is 1628. Although this represents a decrease from the seventeen-month transitional "year" total, it is the feeling of the Executive Committee that, because that was not a normal period, the current figures do not indicate a downward trend.

The past couple of years have seen several transitions (officer, fiscal), in addition to the one mentioned above. This year will be a transitional one for the *yearbook*—in this way:

1. This issue, *AIR 1982–1983*, includes both membership and organizational information for the year just ending (1982–83) as well as information about the 1982 Forum. Therefore, while the membership information is timely, that regarding the Forum and the organization is already somewhat out of date.
2. *AIR 1983–84*, to be published in late summer 1983, will include information from the 1983 Toronto Forum and officer/organizational information for the year ahead, 1983–84, but will not repeat the *complete* roster of members, including only an update of new members to publication time.
3. *AIR 1984–1985*, to be published in late summer 1984, will include information from the 1984 Fort Worth Forum, officer/organizational information for the year ahead, 1984–85, and membership information for the year just ended, 1983–84, as well as an update of new members to publication time.

The result of this adjustment will be to provide you with a publication which is timely in all three respects. However, during the transitional year, you will have to work with two volumes—*AIR 1982–1983* and *AIR 1983–1984*. We hope you will cheerfully bear with us.

Finally, we note with sadness the deaths during the 1980–83 period of the following members: A. J. Brumbaugh (1983), Eugene C. Craven (1982), Anneliese M. Grueger (1982), Chester Handleman (1980), Lake C. Oxford (1981), Roger Taylor (1982), G. Emerson Tully (1982), and Joseph V. West (1981).

Tallahassee, Florida
April 1983

Important note: The listing of information about members of AIR is for their personal and professional use only. Appropriation or use of the list for other purposes (such as mailings or solicitations), without the express written consent of the Association, is strictly prohibited.

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SECTION ONE
AIR FORUM PROCEEDINGS, 1982

Responding to Qualitative and Political Issues
Denver May 16–19, 1982

Note: Position titles and institutional affiliations used in this section have been verified for historical accuracy—that is, at the time of the Forum, May 1982.

AIR FORUM '82

TP	A COLORADO	B SILVER	C GOLD	D CENTURY	E SPRUCE	F DENVER	G BEVERLY	H BILTMORE	J STATLER	K TERRACE	L DILLON	M SAVOY
Pre-Forum		PDO	——	PDO	——	PDO						
1												
2	WKP	WKP	WKP	WKP	WKP	WKP				WKP	WKP	
3	|	|	|	|	|	|				|	|	
4		|			|						|	
5												
6												
7	SIG		SIG	SIG	SIG	SIG			SIG			
8												
9	CPT	SEM	CPT	CPT	CPT	CPT				PAN	SEM	
10	CPT	|	CPT	CPT	CPT	CPT				PAN	SYM	
11	SIG	SIG	SIG	SIG								
12	CPR	CPR			CPR	CPR		CPR		CPR	CPR	CPR
13	CPR	CPR	CPR	CPR	CPR	CPR	CPR	CPR	CPR	CPR	CPR	CPR
14	SIG	SIG		SIG		SIG		SIG	SIG	HRG	HRG	
15	SIG		SIG	|	SIG	SIG						
16												
17												
18	CPT	SEM	CPT	CPT	CPT	CPT				PAN	PAN	
19	SIG		SIG	SIG	SIG							
20	CPT	SEM	CPT	CPT	CPT	CPT				PAN	CPT	
21		SEM	SYM	SYM	SYM	CPR				PAN	PAN	
22												
23	SIG	SIG	SIG	SIG	SIG							
24												
25	CPT		CPT	CPT	CPT	CPT				PAN	PAN	
26												
27	CPR	CPR	CPR		CPR	CPR	CPR	CPR	CPR	CPR	CPR	CPR
28	CPT	SEM	CPT	CPT	CPT	CPT				PAN	PAN	
29												
30												

KEY: CPR (contributed paper—author's roundtable), CPT (contributed paper—traditional); GEN (general session); HRG (open hearing); PAN (panel); PDO (professional development opportunity); SEM (seminar); SIG (special interest group); SOC (social event), SPEC (special not easily categorized); SYM (symposium); TT (table topics); WKP (workshop)

AT A GLANCE

EMPIRE ROOM N	EMPIRE LOUNGE P	VAIL Q	GRAND BALLROOM R	OTHER Z	Description	TP	Time Period	
				SPEC	Two Workshops One Seminar Backpacking	PRE	Saturday & Sunday a m	PRE
	SPEC				Newcomers Orientation	1	1 00 - 1 45	SUNDAY
SIG					SIG Fair	2	2 00 - 3 45	
TT		SPEC			Budget Briefing	3	4 00 - 5 00	
	SOC				Cash Bar	4	5 00 - 6 00	
			GEN		Presidential Address	5	8 00 - 9 00	
SOC					Forum Reception	6	9 15	
				SIG		7	7 00 - 8 00	MONDAY
			GEN	SPEC*	Keynote Spouse Welcome	8	8 30 - 9 30	
				SPEC*	Tour (10 15)	9	9 45 - 10 45	
						10	11 00 - 12 00	
						11	12 00 - 1 30	
							1 30 - 2 00	
CPR	CPR					12	2 15 - 2 45	
							3 00 - 3 30	
CPR		CPR				13	3 45 - 4 15	
				SOC*	Cash Bar (5 30)	14	4 45 - 6 00	
		SIG		SPEC*	Tour (7 30)	15	6 00 -	
			GEN		AIR Annual Business Meeting	16	7 30 - 9 00	TUESDAY
			GEN		Forum Address	17	9 15 - 10 15	
						18	10 30 - 12 00	
						19	12 00 - 1 30	
						20	1 30 - 2 45	
						21	3 00 - 4 15	
				SOC	Forum Banquet	22	4 30	
						23	7 30 - 8 30	WEDNESDAY
			GEN		Forum Address	24	9 00 - 10 15	
						25	10 30 - 11 45	
			GEN		Awards Luncheon Address	26	12 00 - 2 00	
							2 15 - 2 45	
CPR						27	3 00 - 3 30	
						28	3 45 - 5 00	
						29	5 00 - 8 00	
SOC					Wind-up Party	30	8 00 -	

*Varies from stated time period

Invited General Session Addresses

ON QUALITY: THE FEDERAL CONNECTION

David Pierpont Gardner
President, University of Utah
Chairman, National Commission on Excellence in Education*

Note the following is adapted from the Keynote Address delivered on Monday morning.

Introduction

1. The problems of federal funding are, perhaps, all too familiar:
   a. The short-term nature of "soft" money funding and its unpredictability in general
   b. The imposition of regulations attaching to research contracts and grants which foster certain political and social objectives the government seeks, even though such not infrequently do damage to the purpose for which such contracts are entered into or such grants made
   c. The mid-year reductions in overhead payments for sponsored research, cost sharing, recissions, and similar vagaries, all intended to shift more of the funding for research from the government to the universities.
2. However, the federal government has also consciously and overtly attempted to foster and support high *quality* education in most of its sponsored programs:
   a. The federal government's recognition of quality instruction and research as being in the national interest, a recognition which has been vitally important.
   b. The government's historic sponsorship of the most promising graduate students and most competent faculty
   c. The government's support of centers of excellence and fostering of science, humanities, health sciences, libraries, and museums.
3. My intent this morning is briefly to review the federal role in higher education, to look at its efforts to foster quality, and to assess the extent to which state governments have in the past and may in the future encourage and foster quality in public institutions of higher education.

The Role of the Federal Government in Higher Education

1. Early land grant support
   With few exceptions, federal support of higher education prior to 1890 was confined to the granting of public lands—beginning with the Northwest Ordinance of 1787 and, later, with the passage of the Morrill Act of 1862 which created the land grant institutions.
2. Research support
   The federal government has long maintained support for instruction and research. For example:
   a. The second Morrill Act of 1890 provided annual payments to the states to support instruction in the land grant colleges and universities.
   b. The Hatch Act of 1887 (better known for its restriction on the political activities of government employees) also established an agricultural experiment station in each state and funding for agricultural research.
   c. The establishment of the National Cancer Institute in 1937 marked the beginning of a more permanent program of federal grants for health research in medical schools, in addition to the then well-established programs for agriculture.
   d. The Second World War prompted revolutionary changes in the federal government's relationship to universities. These changes, rather than ebbing in the post-war years, accelerated.
3. Student Aid
   a. The GI Bill of Rights, the first major federal student assistance program, awarded financial assistance on the basis of prior military service, as opposed to academic achievement, and

*Information about the Commission and its objectives will be found in the Appendix to this address.

by 1955 had awarded nearly $1 billion in grants to approximately 3.5 million veterans. An additional seven million veterans were aided in obtaining education and training in institutions other than colleges and universities (schools below the college level, apprenticeships, and on-the-job training).

b. The Higher Education Act of 1965, and amendments in 1972, reflected a dramatic increase in the federal government's involvement with student financial aid, other than for veterans.
   (1) In 1965, federal student aid programs accounted for $623 million (32.7%) of total federal expenditures for higher education.
   (2) By 1975, federal student aid programs accounted for $6.9 billion (63.7%) of federal higher education expenditures.
   (3) By 1982, the federal government was moving away from its more recent commitment to student financial aid programs, although the President and Congress appear at the moment to be *not* of one mind on the matter.

4. The selective nurturing of young talent in critical fields of study
   a. Another type of student aid underwritten by the federal government has been that of financially assisting promising young persons studying in areas of nationally perceived need.
   b. With the exception of certain emergency needs and military training, federal support for such programs began in the latter years of the Depression, when the newly created National Cancer Institute offered its first fellowships to outstanding graduate students.
   c. Passage of the National Defense Education Act (NDEA) in 1958 provided opportunities for undergraduate and graduate students to secure loans and fellowships for study in a variety of areas. By 1961, over 100,000 students had availed themselves of loans and fellowships under this program. In addition to the 3,000 NDEA fellowships, some 4,000 fellowships from the National Science Foundation, 3,700 from the National Institutes of Health, and 200 from the Atomic Energy Commission were awarded in the first two years after passage of the Act.
   d. Through these and similar programs, the federal government provided the means to attract able and motivated students to careers in teaching and research in a variety of fields where national manpower shortages existed.

5. Buildings and equipment
   a. Federal aid for construction of college and university buildings began in the Depression, when public works employment projects included the construction of dormitories and academic buildings on a rather large scale. Most state universities and almost all land grant colleges took advantage of this public works construction program. A total of 662 projects were funded between 1933 and 1939, at a total cost of over $198 million, including funds supplied by the the applicants and federal loans and grants.
   b. After World War II, the federal government turned over large amounts of surplus property to both public and private institutions to accommodate the "GI bulge."
   c. Beginning in 1950, Congress authorized college and university housing loans for both public and private institutions.
   d. Later, in 1963, the Higher Education Facilities Act provided both grants and loans for construction of academic and library facilities.
   e. During the 1960s, various federal agencies, such as the National Science Foundation and the National Institutes of Health, established "development grant" and "centers of exellence" programs which funded both research facilities and equipment, thus strengthening promising research programs across the country.

The Federal Government's Interest in Quality Education

1. From the foregoing, albeit sketchy, review of the historical federal role in higher education, it is evident that the federal government—through its support of research, fellowships for outstanding graduate students, buildings and equipment in critical areas, and development of exemplary instructional programs—has recognized the link between the quality of education and the national interest and has endeavored to help as it saw fit. While federal support has ebbed and flowed owing to fluctuations in manpower needs, national crises, economic conditions, and politics, the basic commitment to quality remains intact, at least in my opinion.
2. One of the most important federal contributions to quality education over the past 40 years has been the development of a rigorous peer review system for purposes of evaluating research proposals and awarding grants.
   a. Like any system, the present system for peer review has its detractors, but on the whole, it

has provided the basis for the most rigorous and highly regarded national research effort in the world.

b. Ponder, if you will, the alternatives that were otherwise available:
   (1) An award structure based primarily upon patronage or upon equal distribution of grants to all
   (2) An award structure determined by a government bureaucracy—whose staff would doubtless lose touch with emerging developments in the field while accommodating political pressures to move research funds to investigations for other than proper reasons.

c. Fortunately, the peer review system at the federal level has become a model to which other countries have looked and which many institutions have emulated in their review of academic and research programs.

3. It should be noted that the federal concern for quality has not been confined to research and science.
   a. Various titles of the Higher Education Act of 1965 and its 1972 amendments, have focused on fostering and nurturing quality programs in a number of significant areas. For example:
      (1) Community service and continuing education programs (Title I)
      (2) Library resources (Title II)
      (3) Aid to developing institutions (Title III)
      (4) Improvements in educational instruction (Title VII).
   b. The National Endowment for the Humanities (NEH) has undertaken a series of grants at both the elementary and secondary and higher education levels.
      (1) At the elementary/secondary level, support has been given for projects designed to strengthen the teaching of the humanities; national, regional, and local teacher institutes have been funded to enhance teacher training; exemplary demonstration projects have been funded.
      (2) At the higher education level, the NEH has pro[illegible] support for the development and sharing of outstanding faculty, course materials, [illegible] curricula in the humanities.
   c. The National Institute of Education (as well as other agencies such as the Fund for the Improvement of Postsecondary Education) has funded research on exemplary and innovative programs

The State Connection

1. State funding policies and practices tend to focus mainly upon numbers of students to be accommodated rather than upon the quality of programs.
   a. Most states, whether classified as having explicit enrollment-driven formulas or more informal student-faculty guidelines, fund institutions of higher education on the basis of the number of students enrolled.
   b. In most states, some allowance is made for differences of mission among types of institutions—that is, differential workloads are assumed for university professors with research obligations, contrasted with community college faculty without such expectations.
   c. Rarely, however, are distinctions of quality drawn, either among institutions of a similar type or among programs within institutions.
      (1) Some states *do* differentiate among programs but not on the basis of quality—for example, differential cost weightings based upon average cost data rather than qualitative judgments.
      (2) Most governors, state legislators and their staffs, state boards of education, and trustees or regents are reluctant to differentiate on the basis of quality.
2. There are some notable exceptions. For example:
   a. The state of Florida has taken a series of initiatives, ranging from salary incentives for faculty to programs aimed at reducing the need for remedial education at postsecondary levels. Based upon the recommendations of a blue-ribbon gubernatorial commission on postsecondary education, the Florida legislature enacted several new funding initiatives to enhance the quality of education in that state:
      (1) In an attempt to attract and retain the best quality faculty, an 18% salary increase for 1980–81 was enacted for the nine-campus State University System.
      (2) In an effort to make the teaching profession, in general, more attractive to top-quality individuals, the legislature enacted a five-year plan whereby salaries for teachers at all levels of education will come to be ranked among the top twelve states.
      (3) A $15 million endowment trust fund was established by the legislature to attract top

scholars to the State University System. This is a matching fund allocated to those universities able to raise private gifts for endowed professorships. As of fall 1981, ten new endowed chairs had been jointly funded and had attracted leading scholars to Florida.

(4) A $40 million appropriation was enacted for purposes of "quality improvement" in the State University System. Emphasis upon the distinctive character of excellence of particular institutions was a principal criterion in the allocation of these funds. Enhancements to the University of Florida's engineering programs and Florida State University's public administration and fine and performing arts programs—areas of distinction at these respective institutions—reflect the nature of such judgments.

(5) A $72 million PREP Program was initiated—funding targeted at diagnosis and "treatment" of remedial learning problems in kindergarten through third grade. The attempt here was to identify and treat learning problems early, thereby avoiding longer term costs and adverse impact upon the curriculum and climate of schooling in later years.

These quality initiatives, spearheaded by Governor Graham and supported by legislators, gained widespread public support, particularly among the industrial and business leadership. Florida's experience in recruiting new industry and business to the state suggests that the quality of the state's schools and colleges is an important factor in the willingness of people to locate in Florida.

b. Over the past two and one-half years, the Tennessee Higher Education Commission has made a number of adjustments to its funding formula so that institutional funding is less dependent upon enrollment factors and more dependent upon fixed costs and qualititative factors. For example:

(1) Institutions were allowed to reduce enrollments within specified ranges without financial prejudices.

(2) For fiscal years 1982–83 and beyond, the Commission put the following funding policies into effect:

(a) Enrollment growth is not to be recognized in the formula unless funding from state general funds or other sources is adequate to provide sustained support for such growth at a high level of quality

(b) The formula is to be adjusted so that institutions will not be rewarded for indiscriminate enrollment growth.

c. North Carolina has recognized its role in stimulating technological innovation and boosting U.S. productivity through its educational institutions.

(1) The North Carolina Board of Science and Technology, chaired by the governor, has assumed the responsibility to map out a strategy to enhance scientific and technological development in the state.

(2) An educational strategy, including elementary through postgraduate teaching and research, has been developed. Increased emphasis has been placed upon the quality of education in the public schools. Special programs to enhance science and mathematics education have been developed and funded.

3. These examples of states attempting to deal forthrightly with various issues of quality in education offer encouragement and hope to educators in states where quality teaching and research seem to have little bearing upon discussions at state, multicampus, or even institutional levels.

Sustaining/Reviving the Interest of the Federal Government

What can we who are at work within the nation's colleges and universities do to sustain and, perhaps, to revive the federal government's seemingly diminished interest in the condition of education? And what can we do to draw the state's attention to the qualitative issue?

1. At the *federal* level, I believe it is timely and important to do the following:
   a. We must focus attention on the imperative of securing and, in some cases, restoring quality education at all levels as a sound basis for continued U.S. leadership in science and technology as well as in other areas of scholarship and training. It is my hope that the work of the National Commission on Excellence in Education will be an important and influential vehicle for engaging public and governmental interest in this issue. (See appendix.)
   b. We must foster and deepen the federal commitment to basic and applied research as essential to and promotive of the national interest.
   c. We must retain and strengthen the peer review system as a means of ensuring fair and competent advice and of fostering excellence in research.

d. We must strive to devise a system of student financial assistance that will reduce abuses, engender confidence in its basic fairness, reach the students who need it, and accommodate the evident limits of the government's capacity to fund it.
e. We must revive the historic federal interest in developing the nation's manpower needs in critical areas through fellowship programs that recognize and support our best students in their pursuit of advanced training.
f. We must encourage the selective assistance of the government in bringing the nation's basic research laboratories up to contemporary, state-of-the-art condition.

2. At the state level, it is important to gain the attention of policy makers on two related issues:
   a. The mounting national concern for student preparedness, academic standards, and college entrance requirements is an encouraging trend and is sufficiently widespread and intensely shared to serve as a basis for changes that will markedly improve the educational standards of our nation's schools, colleges, and universities. However, many institutions of higher education face the prospect of enrollment decline solely as a function of demographics. Thus, if an institution (in the face of demographically induced enrollment declines but in consideration of wishing to establish a more exacting and rigorous educational program) raises its classroom standards and standards of admissions, it runs the risk of compounding its enrollment losses and, therefore, the further erosion of an already inadequate budget.

      Ironically, the educational conditions are ripe for improving expectations and standards of quality, yet the methods and practices of funding, based largely upon *quantitative* considerations mitigate against *qualitative* judgments which risk further funding losses. Under these circumstances, there will be strong institutional resistance to taking any steps, however educationally meritorious, that would further weaken the institution's fiscal condition.
   b. As a consequence of this, campus administrators and boards, state-level agencies and boards, and state legislatures and governors should differentiate institutional missions and programmatic funding decisions on the basis of existing and potential quality as well as on the already established quantitative criteria:
      (1) For example, there are fifteen colleges and schools at the University of Utah.
         (a) Colleges as a whole, and groupings of faculty within them, have differing strengths and potential.
         (b) Funds placed in one college or area will have a differential return in terms of quality.
         (c) Therefore, these factors are taken into account as funds are allocated annually; funds are not allocated as a function of enrollment demand alone.
      (2) The states, through the governing and oversight responsibilities of appropriate boards and agencies, should have some comparable view of the strengths and weaknesses of the various institutions for which they are responsible and should predicate budget decisions, in part, on these qualitative indicators.

Concluding Comments

Each state should have, somewhere in its higher education system, an institution or institutions where the highest quality of academic work is supported as a matter of public policy. The rationale underlying such a policy is straightforward: a standard or ensign of quality will have a rallying effect upon all institutions—elementary, secondary, and postsecondary. The quality of the entire educational system will be raised by the existence and the nurturance of excellence at the top, as long as there are sound and workable policies with regard to transferability and articulation among the several parts of the system. To some, this strategy may suggest a policy of elitism as opposed to egalitarianism. In reality, it is a means of nurturing institutional quality among *all* institutions without doing damage to any.

Excellence is, by definition, difficult to attain and rarely reached, but when the few seek it successfully, a positive and encouraging influence is exerted on the many. Although they may fall short of their ultimate hopes and aspirations, in the process of striving, they will have accomplished more than if the standard had not been there for them to measure their accomplishments against.

In an era of fiscal constraints and prospective enrollment decline, does the idea of emphasizing and enhancing quality, with its implications for increased expenditures, merit sufficient support within the political and educational context of our several states? The answer should be a resounding Yes. I genuinely believe that quality carries its own influence and attracts its own political support. Those of us who are intimately involved in building political coalitions supportive of the causes of higher education know all too well that support comes, by and large, not from an easily identified and highly disciplined constituency to whose members direct benefits flow; rather,

it comes from what sometimes appears to be a very delicate, if not a tenuous, coalition of those who believe that quality education does, in fact, make a difference in the fabric of our society, in the lives of individual citizens, in the viability of our economy, and in the security of our nation.

The federal government needs to renew and sustain its historic commitment to quality education, and the states need to take deliberate initiatives to seek quality and excellence at all levels of education. Failure to do so will ensure educational drift and a continued waning of public support for our country's schools, colleges, and universities. It is my opinion that the time is ripe for our educational institutions to tap the reservoir of public desire that is crying out for educational programs that will truly prepare young people to succeed and to function effectively in our society, not by requiring less of them, but more.

APPENDIX

NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

1. One of the most recent federal initiatives on quality of education is the appointment of the National Commission on Excellence in Education.
2. Education, of course, is now and has historically been principally and foremost a state and local function. Any lasting changes in our schools, colleges, and universities will be a function of decisions made by local school boards, teachers, professors, principals, superintendents, college and university presidents, state school boards, boards of trustees, boards of regents, legislative committees, governors, and the general public.

   To presume that the federal government or a federal commission can, in and of itself, effect comprehensive and sustainable changes in our nation's educational system is to misunderstand the workings of both our system of government and the purposes of this commission. To believe that the federal government and the commission can have *no* impact is, similarly, to misunderstand their respective roles and potential.
3. The National Commission on Excellence in Education, by its every existence as well as by its modus operandi can be an effective force for focusing attention on the issue of excellence, for bringing to the fore problems which bear upon it, for teasing out data and testimony of a kind that is known or new and casting it in a fresh perspective, and for offering its recommendations to those whose opinions count at all levels in our country in ways that are perceived to be helpful, attainable, and desirable.
4. The Commission is composed of eighteen persons whose experience with the educational system, its purposes, processes, financing, politics, and governance is wide-ranging and personal. It includes teachers, principals, superintendents, and school board members at the local and state levels professors, a Nobel laureate, university presidents, a business leader, and a governor, among others. The Commission, taken as a whole, has a breadth and depth of experience and contacts uncharacteristic of many national commissions.

   Secretary Bell regarded the composition of the Commission as extraordinarily critical to its success, both for purposes of preparing a useful and insightful report with the help and assistance of interested parties, societies, associations, and constituent organizations and of having a capacity to reach out and to influence the educational system at district, state, and national levels as well, once the report has been submitted. The Commission's staff, directed by Dr. Milton Goldberg, was chosen with equal care.
5. Charge and Agenda

   The Commission's charter, as detailed by Secretary Bell, includes the following provisions:
   a. Assessing the quality of teaching and learning in our nation's schools and colleges
   b. Comparing the American educational system with the systems of other advanced countries
   c. Studying the reciprocal relationship between college admission requirements and high school curriculum high school student achievement
   d. Assessing the degree to which major social and educational changes in the last quarter century have affected educational achievement
   e. Defining problems which must be faced and overcome if we are to pursue successfully and promote excellence in education
   f. Holding hearings and receiving testimony on how to foster high levels of quality in the nation's educational system
6. In contrast to most of the national studies currently underway on the American high school, the Commission intends to generate relatively little in new research findings. Rather, it intends to gather and evaluate existing research findings and field experience and to synthesize these findings. These findings, together with invited and volunteered testimony and commissioned papers, will enable the Commission to construct its findings, arrive at its conclusions, and formulate its recommendations. Scientific and scholarly societies throughout the country, the national educational laboratories, individual scholars, teachers, school board members, and others have already been of material help and, without exception, have been willing, indeed eager, to be of assistance. The Commission's final report is to be submitted in March of 1983.
7. Public Hearings

   The Commission recently announced a series of six public hearings to be held across the United States over the next several months. These hearings constitute a cornerstone for the Commission's work, since they will provide Commission members with access to both factual information and informed opinions about current educational problems and how to overcome them, as such bear upon issues of educational quality and excellence.

NEW INITIATIVES OF STATE POLICY IN HIGHER EDUCATION

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Commissioner of Higher Education
State of Indiana

Note. The following is an edited transcript of the Forum Address delivered on Tuesday morning.

It is a pleasure to be with you and to see so many friends and colleagues. You are probably all curious to find out if there is life after working for state government; I'm here to tell you that there is. But I also want to discuss with you some of the changes in and reevaluation of public priorities. I have taken advantage of this opportunity to think back on my seventeen years of concern for higher education planning and management and to reflect on the kinds of changes that are now taking place in our profession.

The mid-sixties were a particularly interesting time for me and for our profession. A good deal of what came to be institutional research began in numerous places across the country—in some of our most imaginative colleges and universities. There were a few key people who came to prominence then and who became paradigms of our future.

One of these was Clark Kerr, who was president of the University of California for a number of years after being chancellor of the Berkeley campus. Kerr had a vision of higher education and its role in society that has rarely been matched. We need more people today with the breadth of vision that he had. He saw the use of the university system to *differentiate* activities rather than to *impose* a procrustian bed of conformity. That process of seeing collective action as the basis of differentiation in contrast to standardization became one of the great opportunities of a university system as it evolved—an opportunity that has rarely been seized in the last fifteen or twenty years.

Kerr's sense, expressed in the *Uses of the University*, was that quality and quantity were not necessarily trade-offs because quality is a matter of design and values as much as it is the product of expenditure of resources. We are now faced with a world of economic constraint where we are asked to view that quality and quantity are trade-offs. With limited resources, we cannot continue to serve the same number of people as well as we once did, we are told, so we are faced with the choice: Do we lower our quality or do we lower the number of people we serve? That formulation of our choice was rejected twenty years ago, and in our thinking about the current problem, we have failed to go back to the philosophical underpinnings of higher education.

Clearly, Clark Kerr was the intellectual maestro of the Carnegie Study, the greatest single investigation of higher education in our history or, I dare say, in the world's history. He was also the victim of a political process, as the state reasserted governance over the university when student disorders revealed lack of control by the academic administration.

Another key person in our professional development was Kerr's successor as president of the University of California, Charles J. Hitch. Hitch was the early sponsor of the analytical operations at the University of California and, through the assistance of the Ford Foundation and others, he helped make possible a serious investigation of the academic enterprise in many other institutions. More than that, however, he was the intellectual progenitor of much that has been done in the name of systems analysis—first at RAND, then in the Department of Defense, then in higher education, and then in the areas of environment and energy, through Resources for the Future. More than anyone I know, he was successful in bringing some order and rationality out of political conflict and competition.

A third key person, Ronald Reagan, came to political prominence in that same era. Reagan was elected governor of the State of California in 1966 and sought to deal politically with the student unrest and antiwar protests. The extreme student disorders engendered economic retribution against the university and then police action against students themselves. The national programs and priorities of the Reagan Administration in Washington show great similarity to what happened in California fourteen or sixteen years ago.

The paths of these three persons have diverged. Clark Kerr, a still-vigorous, elder statesman of higher education, likes to tell people that he left the same way that he came—fired with enthusiasm! Charlie Hitch is back in Berkeley, dispensing sage advice. And Ronald Reagan has been propelled by events and ideology into the White House and is now proposing some of the same dramatic policies toward higher education as those for which he was known in California.

Individuals and events shape higher education and its relationship to government at all levels. The patterns of these relations, however, began to change rapidly in the mid-1960s.

Early Relationships

Higher education has always been the creature of state government, but that is a fact that we have, until recently, often ignored. We should not be proposing new roles which states could play with respect to both public and private institutions, but the reemergence of very old and traditional roles. Since colonial times, higher education has been chartered, governed, and partially financed first by colonial and then by state legislatures.

1. The Harvard Board of Overseers was appointed by the legislature of the Commonwealth of Massachusetts for the first fifty years or so; the president was elected by the Commonwealth; even the financing of that college was supported, in part, by the operation of a ferry across the Charles River and by direct taxation.

2. All eight of the colonial colleges (now universities) were recognized and supported by public bodies. For example, when Mr. Wheelock was concerned that Connecticut was not giving enough money to his college, he took it across the border and "sold" it to the then governor of New Hampshire. And so it was that New Hampshire came to finance Dartmouth College. They located on the Connecticut River and when, in the early 1800s, the state of New Hampshire appeared unwilling to support the college as well as the president thought was appropriate, Dartmouth made overtures to Vermont, which was then beginning to organize as a state, offering that if the state's border could just be enlarged to include the college, it would become a part of Vermont. With that threat, New Hampshire increased its annual appropriation to Dartmouth College, and the Connecticut River remained the border. So, we *have* been imaginative.

3. Two centuries ago, states had authority *only* over independent higher education and until 1960, state-chartered, privately governed institutions enrolled one-half or more of all students. That history is often lost as we talk with our private colleagues today and they worry about the encroachment of the public concerns into the private enterprise. For most of our history as a nation, the public concern was only over the independent institutions because we had no extensive state colleges and universities, as we now know them. That concern was much greater, much more extensive, and much more deeply entwined in the fabric of the independent college than any current concerns. I believe we are seeing the reemergence of some of those themes.

The Growth of Public Institutions

The recent half century, from about 1920 to 1970, experienced an explosion in the number of state-chartered, publicly governed colleges and universities. We saw the tremendous growth of the community colleges; the chrysalis-like development of the state normal colleges metamorphosing into regional universities; the enormous demographic shifts, both west and south, demanding whole new educational complexes. In fact, many of you have had the privilege of helping plan or otherwise be a part of these emerging educational cities which arose at state expense. Higher education became the instrument for winning the war, for absorbing the GIs, for beating the Russians to the moon, for curing polio, for training physicians, and for compensating for poverty, segregation, and family disadvantage.

How did we prosper during that time? There are a number of developments to which we and our colleagues would point as symbols of prosperity, or certainly as indicators of change:

1. First of all, at the heart of our enterprise, the faculty became a profession with increasing respect and compensation. Faculty members in our early universities were expected to teach eight or ten subjects, supervise the dormitories, take in the money, and sweep the halls. Now faculty are professionals. Like most professions, we have seen increasing specialization, credentialing, barriers to entry, and compensation. Academic freedom and lifetime employment have become the norms. In fact, we have heard the argument that academic freedom *requires* permanent employment, a view not likely to perservere, in my view.

2. Enormous financial investments—by governments, churches, foundations, and individuals—created a higher education industry with $60–70 billion in annual operating revenues. (Higher education in the state of Indiana alone is a $1.5 billion industry and the state's third largest

employer) Administrators gained greater institutional freedom (autonomy), buttressed by accrediting bodies which were in turn governed by fellow administrators. In this circular pattern of thought, norms were established to conserve what then existed as a model of instruction or research, means became ends and, with a few but very notable exceptions, growth in higher education meant replication of past practices. Money was appropriated in lump sums—never in lumps quite large enough, but in quantities greater than in any other nation in all of history.

3. Students expected to be paid to study, whether the labor force would ultimately need their specialty or not. When there was a surplus of youth (that is, from 1960 through the early 1980s), enrollment in college was a socially useful alternative to unemployment: in the short run, it was a surrogate for otherwise constructive activity. As the surplus of youth grew, the short-run, relative economic value of college credentials fell, fueling embers of doubt about the broader worth of individual development and a college education.

4. Families came to expect that higher education would be provided as a subsidized public service, at a declining cost to parents. Public tuition and fees, in most states and in price-adjusted terms (accounting for inflation), have declined over the past decade or fifteen years, as have the expected parental contributions. One of the facts least widely advertised is that we have had a deliberate shift in the absorption of the cost of education from students and parents to the state and federal governments.

Certainly, cycles of growth and decline have become a way of life for higher education over the last fifty or seventy-five years. But each tide left higher education on a higher level with greater prominence and greater freedom. Our challenge now is to read the wind and the currents accurately, so that higher education continues to advance.

The Swing of the Pendulum

In the mid-1960s, the pendulum started to swing the other way, and by the early 1970s, that swing was startlingly clear to most observers.

1. First of all, the federal government became much more intimately involved in our operations through the Higher Education Act of 1965 which created a new federal role in the financing of higher education. Federal constraints and regulations soon followed. A little-discussed fact is that now about one-third of the federal domestic assistance programs (over 430 of 1200) directly finance higher education. We are caught in a web of standing congressional committees (19) and federal agencies, bureaus, and department (more than 60) with no effective pattern of cooperation.

2. In the late sixties, student disorders spread from Berkeley to Columbia to Harvard to Kent State to hundreds of traditionally "good" schools and involved tens of thousands of youth from "good" homes. Their calling into question many of the basic American values in turn encouraged many political leaders to call into question many basic academic values. The power of the state was used sometimes sensitively—but often with revenge and not a little envy. (During each legislative session, it is made painfully clear to me that current political leaders remember vividly, and with no little repulsion, the breaking of faith and trust on our campuses during that period.)

3. Collective bargaining began in independent institutions and, when state governments permitted, it expanded to public institutions. Increasingly, unions have sought to bargain directly or indirectly with state governments, which increasingly pay the bill. The existence of bargaining contracts in public institutions gave to those states which chose it the opportunity for much greater control, involvement, and participation in internal management issues—one more element which shifts the source of governance authority to state government.

4. State budget constraints, dramatized in California in the mid-sixties and again a decade later by Proposition 13, brought public institutions of higher education increasingly into the state political process, at the expense of both their autonomy and any special claim they might have on public resources.

5. Clearly, enrollment growth in the public sector has far exceeded enrollment growth in the independent sector, until now about 80% of our students are in state-governed, state-controlled, and state-financed institutions.

6. Property tax reforms have concentrated public governance at the state rather than local levels, as local revenues have been replaced by state appropriations.

7. Statewide governing or coordinating boards, still a novel idea in the mid-1960s, were partially spurred by the 1972 Education Amendments and now exist in virtually every state, providing a countervailing force to autonomous institutional or local government actions.

8. Growth in state legislative staffs, the increasing professionalism of legislators, expansion of session days to nearly continuous legislative deliberations, and the recognition of the dominant

rôle education plays in the state budget all brought higher education greater attention by state legislators—and, as we know, increased political attention rarely brings more money with fewer contraints.

9. Finally, courts have increasingly intervened in internal institutional decisions, including those related to admissions, faculty retention, racial balance, and even the change of mission of an independent institution (as in the Wilson College case).

Parallel Developments in Institutional Research

During this period, there have been parallel developments in institutional research for higher education.

1. Twenty years ago, this annual meeting was much smaller and probably attracted only modest attention. Today the vast majority of leading institutions have some type of institutional research capacity.

2. Offices of institutional research have developed partly in response to internal needs and partly in response to external demands, including these:

- Federal data and compliance requests
- Overhead cost recovery procedures
- State budget requirements
- Governing and coordinating board requests
- Legislative committee requests
- Needs for more effective representation before local, state, and federal groups
- Alumni and general public demands for accountability, fiscal and other.

3. In meeting these perceived needs, offices of institutional research have tended to focus on quantitative studies and data bases. The ever-declining cost of computing and the training of talented people in university management have led to increasingly sophisticated institutional studies. The technology of analytical planning by 1970 was so far ahead of practice that only marginal adaptation has occurred since then. This reminds me of a story about Max Planck who was, as you know, one of the founders of quantum mechanics, a new way of looking at the world of physics. In the mid-1930s, he was asked why it took people so long to accommodate to a new way of thinking. In his *Philosophy of Physics*, he replied, "An important scientific innovation rarely makes its way by gradually winning over and converting its opponents. It rarely happens that Saul becomes Paul. What *does* happen is that its opponents gradually die out and that the growing generation is familiarized with the idea from the beginning."

As awareness of decisions and their consequences has grown, so has our understanding of the "political" decision-making process grown. For example:

1. Campuses or buildings are authorized not on the basis of need but on the basis of alumni or political constituency self-interests. We have a long history of having the wrong building in the wrong place (an old armory, a dilapidated public school, an old office building) for the right reasons—that is, for increased political support of general appropriations.

2. Academic programs have been developed to satisfy faculty desires rather than to meet student, employer, or societal needs. I recall, for example, that the trustees of one of our most distinguished institutions approved a new baccalaureate program for a professor who was going to retire in two years but who did not have his "own" program, as did the rest of the faculty—this in spite of the fact that by the time anyone entered the program, this person would be retired!

3. Equal funding sought or provided for inherently unequal services (such as lower division math or English at universities and community colleges) is a traditional political claim. We have difficulty relating politically to the fact that higher education is inherently about differentiation—of good ideas from bad, of supportable theories from speculation. We are almost always at odds with the very real political need for equity.

4. Billions of dollars of student grants and loans are funded in ways which are insensitive to the empirical evidence of effectiveness or efficiency in influencing student decisions. The 1978 Educational Amendments were argued on the basis of equal access to public subsidy for all those attending higher education institutions. The argument was that, therefore, all constraints on the Guaranteed Student Loan should be removed, a proposal which was a complete reversal of previous arguments about equal access to higher education.

5. Even today, political initiatives often leave higher education institutions and their leaders wondering how or why they happened. For example, states have recently done the following:

- Appropriated large, one-time sums for quality improvement, with universities having no plans for optimal use nor criteria for subsequent evaluation.
- Arbitrarily ordered engineering or technology programs expanded without telling the schools

about it or understanding the intended effects on industrial development or the unintended effects on reduced in-migration of skilled personnel.

- Formed new organizations outside of higher education to coordinate science and technology development and application, some states appropriating as much as $10-20 million at a time, often with only token involvement of higher education.
- Reduced budgets across the board and across the nation, with little or no sense of priorities and an expectation of little diminution in quality or quantity of services provided.

Response to Change

I contend that, all too often, institutions of higher education have been surprised by social, political, and economic shifts and that these changes have often displaced institutions from their basic values, leading them into unfamiliar territory and leaving higher education to find a new equilibrium.

This has clearly been the case with student disorders and the violent compromising of academic freedom and first amendment rights which occurred in the quelling of unacceptable behavior. But it has also been the case with (1) coping with downturn in the short-run economic returns to education, (2) responding to the economic development needs of our states, (3) coping with the reemergence of traditional religious and moral values (including an individual's responsibility for financing his/her own education), and (4) lowering academic standards either to raise revenues or in the misguided attempt to serve previously disenfranchised individuals.

But why is this so? Why have increasingly sophisticated institutional *planning* and *research* capacities not resulted in more effective institutional *response* capacities? Why is change so disequilibrating in our society's allegedly most sophisticated, thoughtful and informed institutions? Why should those to whom our society looks for leadership be so surprised when they are also affected by change? Let me suggest several reasons:

1. Institutions of higher education are organized to implement decisions, not to formulate them. The decentralized, autonomous, collegial structure we espouse is designed to promote faculty advancement and satisfaction with their roles in teaching, research, or public service (not necessarily the satisfaction of students, employers, or the financial supporters of higher education). The information and the advocacy of ideas typically flow from existing organizational units, and their message is almost always "more money for the status quo." Once displaced from the status quo by some external shock, we often have to invent an ad hoc process to guide our way. (I dare say that most of your institutions have established some kind of ad hoc process to try to plan for change, retrenchment, modification, external demand, revenue shortfall, or some other euphemism.) Almost always, individuals are tapped who will never be held accountable for the quality of their advice or judgments. The thought that there should be any personal accountability for collective decisions is an anathema in higher education, and that is a major source of our limitations. The ideas which administrators, trustees, and legislators have to choose from have all been through a filter of individual self-interest and suffer from lack of accountability.
2. Our institutional clients have changed, and the planning process (including offices of institutional research) has not readjusted to the new clients. For public institutions and, increasingly, for independent colleges and universities, state funders and policy makers are now the principle financial clients and are increasingly active in the substantive direction of higher education. However, institutional leaders often perceive a conflict between institutional autonomy and state initiatives. When as much effort is put into communicating to state leaders valid information as is now invested in restricting the flow of information, we can begin to make progress.
3. Many institutions of higher education have a very narrow vision of their mission: they are in the schooling business, not the higher learning business. Like railroads or the auto and steel industries, higher education is vulnerable to new technologies with greater productivity, less restrictive labor structures, and more market-sensitive design or services. Institutional research often reinforces the limited view rather than expands it. What fraction of our institutional resources now goes into new products and services, market research, venture capital, and new learning technologies? Are we providing the strategic analytical support our industry needs? I fear that the answers to these vital questions are disappointing.

Conclusion

I am always optimistic that individuals can affect their own and their organization's future, that individually and collectively we do have priorities and preferences, and that effectiveness and efficiency are not managerial fetishes but are constructive steps which, in the long run, serve our whole society well. It is always easier to analyze and to characterize than it is to improve.

Therefore, let me close this morning with these observations:

1. We must be clear about the role we expect higher education, in particular, and education, in general, to play in American society. Thomas Jefferson wrote what I believe is still the cornerstone of our basic beliefs:

> Enlighten the people generally, and tyranny and oppression of body and mind will vanish like spirits at the dawn of day. If the condition of man is to be progressively ameliorated, as we fondly hope and believe, education is to be the chief instrument in effecting it.
>
> Education is the true corrective of abuses of constitutional power. Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are its only safe depositories. The most effectual means of preventing the perversion of power into tyranny are to illuminate, as far as practicable, the minds of the people.

There is no more noble, more useful, more constructive endeavor to which you could commit your full professional energies and emotional support. Your hands are on the tiller which guides the future of our society.

2. Data without a client is, at best, interesting but is rarely useful or effective in changing decisions. Without a clear client for a study, the results will be of little import. A client without decision-making authority is counterproductive. Choosing a subject of study outside a decision maker's hegemony is likely to be misleading, destabilizing, and of little benefit. Start with decisions to be made and seek information or understanding which, once known, will have a very high likelihood of confirming or changing a decision. Anything less is a poor use of your resources.

3. Uncertainty and ambiguity serve political processes well and, as financial circumstances tighten, it is very likely that uncertainty and ambiguity will be increased. Many, if not most, analytical studies presume certainty or, at least, *ceterus paribus* conditions. Many plans are really projects or point estimates of future occurrences. All of these approaches will be of limited utility as uncertainty increases—not uncontrollably, but as a deliberate choice of policy makers. (For example, the fact that there was no FY 1982 federal budget served well the purposes of many people. States reopened budgets, and what was thought to be clear, in terms of appropriations, became unclear again.) We should be willing to serve our clients well by dealing directly with uncertainty.

4. Contingency plans, alternative scenarios, financing systems which include "insurance" or uncertainty-reducing components will all pay handsome dividends to receptive administrators. One prospers under uncertainty by having the flexibility to capitalize on up-side opportunities while insuring against downside risk. Few, if any, of our current planning processes relate uncertainties, alternatives, and investment strategies in a thoughtful and useful manner.

5. As participation in decision making about higher education has shifted increasingly to include groups off the campus (systems, regents, foundations, states, the federal government), it is clear that participation in planning must also be expanded. No longer is it adequate for higher education planning to be primarily institutional in scope. If institutional research people are not spending a significant amount of their effort dealing with external constituencies, it is very likely that their results will be of limited value.

6. All of education, but particularly higher education, has a special responsibility or obligation: We must behave in a manner consistent with the values we espouse. We must manifest in our behavior the commitment to the disciplined thinking, conceptual foundations, analytical clarity, and rigor which we expect of all of our scholarship. Higher education should be a paradigm of excellence if others are to believe that we have something useful to say about how other organizations or firms, or the society at large, should be managed.

The impact and credibility of, and support for your actions are within your control; they depend in large part on how you deal with the issues I have raised. I pledge you my continuing support and abiding interest.

APPLICATIONS AND IMPLICATIONS OF INFORMATION SYSTEMS TECHNOLOGY

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Note Following is an edited version of the Forum Address delivered at the Wednesday morning general session

Each morning, in the heart of the garment district on Seventh Avenue in New York City, an employee comes to work, puts on his white work coat, and steps up to his work table. He unrolls onto the table the bolt of cloth he is to work on that morning. After smoothing the cloth, he examines it to see if there are any imperfections.

Hovering over the table is a device that looks a bit like the movable x-ray machine that you see in your doctor's office. In fact, it is very similar because it has in it a flashlight bulb that casts a cross-hair down onto the cloth. The worker, in examining the cloth, sees an imperfection. He turns a few dials, and the machine, which is cantilevered over the table, moves automatically until the cross-hair shines directly onto the imperfection. He then presses a button on the side of the machine, and a connected computer memorizes the geometric location of that imperfection. He then sees another flaw and turns the dial until the cross-hairs shine down on it. He again presses the button, and the machine memorizes the location of that imperfection. When he feels he has identified all of the imperfections in the cloth, he looks at the order form, sees that he is being asked to cut, say, a man's size 40, regular, suit, and keys that information into the system.

All the rules, formulas, and algorithms for taking the standard man's suit pattern and adjusting it to the specific order reside in the memory of the computing machine, so it lays the pattern out on the cloth, guaranteeing that the pattern never includes any of the identified imperfections and that the cloth is properly matched. The system ensures that the minimum amount of cloth is used. When the pattern is laid, the man presses a button, and a laser beam from the machine cuts the cloth.

Now, when that gentleman goes home at night and someone asks him what he does for a living, he says, "I'm a tailor."

And he *is* a tailor. In very dramatic ways—through the information technology that we teach and learn to use in our institutions, in business, industry, government, and certainly in education—we have begun to change the way we work, the way we live (our vocations and our avocations), the way we think, and in many cases, the way we speak. It becomes a habit of speech to attribute to these machines causal relationships or responsibility for events. We blame the device for what we think it does to us, forgetting the role of the person who uses or programs the system in the first place. The perceptions we hold individually and as a society often tell us a great deal about the direction of a technology.

If someone had asked me some thirty years ago, when I first went into computer science work, to identify the two biggest problems I faced, and if I had had the perception that I have now, I probably would have answered: (1) whether the machines would work and (2) whether there would be enough programmers.

When we delivered the very earliest machines to national laboratories, doing mostly atomic energy work, and to some aerospace companies and high technology laboratories, we worried about whether the machines would work. Now, how could we worry about whether machines would work when we were already delivering them to customers? We worried because the engineers told us that a machine consisted of 18,000 tubes, and they described to us the mean time to failure of the average tube. It didn't stress our statistical backgrounds to calculate how often such a machine should fail. We predicted that it would fail several times a day. And, in fact, it did!

You may wonder how people could use these machines effectively if they failed several times a day. Well, you must remember *how* they were used in those days. First, all failures were not catastrophic, and many were intermittent. The machines were being used to solve mathematical problems, particularly differential equations, by iterative techniques. Essentially, the machine made an approximation to the solution, by executing the appropriate mathematical rule or algorithm, the system ensured only that there was convergence in the *direction* of a solution. If, in the course of those iterations (of which there were millions), something went wrong and there was an extraneous blip in the machine that caused some number to be not quite right, it usually did not really matter because, with the next iteration, the system would continue to converge towards a solution. Secondly, the problems that were being studied were experimental in nature, and people were looking only for general insight. But, in time, we began to worry about whether the machines could also be effective in industry, in life insurance companies, in airline companies, in education, in medicine, in our governmental activities, and in other organizations where calculations needed to be exact and where approximations would hardly do.

We also worried in those days about whether there would be enough programmers. Now, there were obviously people to program those early machines, but who were they? They were physicists and engineers and mathematicians who had to take into account more than just basic programming logic—that is, they had to make sure that the sequence of instructions given the machine bore a proper logical relationship to the problem solution they were trying to implement. Beyond that, those early programmers often had to worry about the timing of the circuits in the machine itself. Simply recording a sequence of logical operations would not have been sufficient because the machine was dependent to a large extent upon the interdependencies of the various circuits and their timings. So the programmer also had to worry about whether enough time had been allowed for each circuit to execute a function in proper fashion before going on to the next. We understood that physicists and engineers and mathematicians rather enjoyed this challenge in national and aerospace laboratories, but it wasn't clear whether there would be such people to write the necessary programs for insurance companies, airlines, banks, and hospitals.

Today, as a practical matter, we don't worry much about either question. Our information systems are very reliable—some 10,000 times more reliable than the early machines. In fact, 95% of the circuits in contemporary machines, particularly in large ones like the 3081, are already hardware-checked for failure. And when a failure does occur, software and microcode systems can intercede in response to a signal and correct or circumvent the failure, allowing the system to proceed. While we don't expect to be able to build a machine that does not fail at all, it is quite reasonable to expect that we can build one which will detect that it has failed and proceed accordingly. So, reliability is not a substantive issue today; machines are reliable enough to work regularly and to produce the answers we want.

We also don't worry very much about programmers. Although we would like to have more programmers, better quality programmers, and programmers trained in different disciplines, clearly there *are* programmers to run the hundreds of thousands of existing machines.

So, if we don't have to worry about the workability of the machines and if we don't have to dwell on the question of who will program the machine, what's left to worry about? I suggest to you that what is left to worry about is much more substantive. Those early problems were problems of survival. We need not worry about surviving in the information-processing milieu today since there is a pent-up demand for talent, for programs, and for applications. I think what we *do* worry about—and what we *should* worry about—is the proper application of these technologies to the problems that affect our quality of life. We are challenged to apply these machines to improve the human condition. This is the greatest challenge of all, a challenge that characterizes much of the research that I see going on today.

Foreseeing trends in information processing in the next ten or twenty years is very hard to do. The fact that a few of us happen to work in research or advanced technology does not mean that we have a better crystal ball than anybody else. We don't. As a matter of fact, technologists historically have been very poor forecasters of the long-term implications of their own work. It's one thing to appreciate the importance of a fundamental scientific discovery, but it's another to interpret the effect it will have on society.

When I was a youngster in New England, an engineer named Dr. Lee DeForest was one of my heroes. He invented the vacuum tube which was used in the early radios and, subsequently, in television and other electronic devices. Back in 1926, DeForest was taken to a laboratory where he witnessed the use of his technology in the first prototype of a black-and-white, sending-and-receiving TV system. "While, theoretically and technically, television may be feasi-

ble," he wrote, "commercially and financially I consider it an impossibility, a development of which we need waste little time dreaming." That from the man who started the whole thing!

Something similar happened in more recent times. In 1948, the inventors of the transistor held a press conference at Bell Laboratories in New York City. *The New York Times* reported the discovery in a show business news column next to the radio listings (TV being yet to come). One of the last paragraphs of the article reported on the press conference itself, during which the inventors suggested that the transistor might have "some significance for the communications industry."

So, it's not easy to perceive how things are going to be. Still, we are always attracted by the challenge of the future. But what aspect of it? Antoine de Saint-Exupery, the French poet and philosopher who wrote *The Little Prince* and other books of great insight, once observed, "As for the future, your task is not to foresee but to enable." The computer is an enabling instrument. It is an instrument that makes it possible for people to do what is so basic to the human enterprise: to process information in increasingly efficient and different ways. Therein, however, lies a challenge—the challenge of learning to live with change.

It is all too easy to conceitedly hold that computers will never be much more modern than they are now. We may believe that we have seen the "ultimate" in our laboratories in the form of cryogenic circuits, bubble memories, ink jet printers, gas panel displays, and the like. But what we have perceived over the years, and what we can envision today, is a guarantee of change. There will be better components: circuits that are denser, faster, and more reliable; printers and display devices that are faster; a whole spectrum of improvements. There will be breakthroughs in the programming sciences, in how we talk to machines, in solutions to business and institutional problems.

A prime reason why people fear technology is that they don't understand it. Techniques for communicating with machines have been developed which require intensive training. This has helped to create a fear of technology and probably an arm's-length dislike and rejection of it.

How this works was demonstrated to me by a story I read in the *Los Angeles Times* during a visit to that city. Now, the *Los Angeles Times* is one of the country's greatest newspapers. In the course of a day, it publishes eight editions. (Of course, it does not publish a whole new newspaper eight times a day—it just changes the front page, the headlines, and the lead story as it evolves in the minds of the reporters and editors.) While I was there, it broke a news story about a cover-up. The first headline read, "CITY KEPT THEFT SECRET FOR NINE MONTHS." The headline does not tell us what the theft is. (It doesn't really matter, for thefts are terrible things, in any event.) The headline simply tells us that somebody has covered up a theft for quite some period of time. If we are really curious about details and read down into the story, we discover that what has been stolen is seventeen consecutively numbered checks from the computer room in the Los Angeles City Hall. (That is terrible, because those are very valuable documents, and they should not be missing; in fact normally every effort is made to protect such documents!)

The next day, the headline read, "FORGERS COLLECT ON L.A. CHECK." The story of the crime is dramatic. As I remember, a couple of people broke into the computer room of the L.A. City Hall, confiscated those checks, went down to the street, hailed a cab, went to the L.A. airport, flew to Las Vegas, checked into a hotel, and then cashed the checks in a casino. The story is now primarily about the crime—and a little bit about the cover-up.

In the next edition of the paper, the headline reads, "FAKE NINE HUNDRED AND TWO THOUSAND DOLLAR CHECK CASHED." Now the story is about how much the city is out because of this crime. It is also about the apparent ease with which the crime was committed and the carelessness that apparently surrounded protection of such documents. "IT'S AN L.A. COMPUTER CAPER," it says. Well, of course it's a computer caper! It was that classic computer application of check reconciliation—where we use the machine to match checks against vouchers and authorization slips—that made it possible in the first place to discover that seventeen consecutively numbered checks were missing. So, the computer *is* involved.

Well, that night, the story is featured on all the local TV news broadcasts as another example of computer rip-off, another example of computer crime. The commentators are wailing about the problem and asking what the society is going to do about those awful machines that seem to be taking over!

The editors of the *Los Angeles Times* must have been watching television that night, too, because the next morning the headline read, "COMPUTER GOOF." One would have to have a pretty vivid imagination to picture that computer taking those seventeen checks, going down the

street in L.A., hailing a cab, and taking off for Las Vegas. The editors had a little trouble with that, too, I guess, so in the next edition of the paper their headline read, "COMPUTER CLEARED."

We might think that this phenomenon is new. We might believe that, at most, such concerns started with the invention of the ENIAC at the University of Pennsylvania in 1946, but that is not the case. Such concerns are a response to automated devices and information-processing tools that goes back as far as the very beginning of recorded history of intelligent life on our planet.

History provides evidence of our need and desire to develop better methods to record, communicate, and process information. The earliest cave-man drawings can be viewed as attempts to transcribe and communicate important ideas. When the cave men left their caves, they built monuments, such as Stonehenge, which we now believe were designed at least in part to process astronomical information.

The knotted and colored bead strings of the Inca Indian Gupu were used in the absence of a written language to transmit messages and keep accounts. The American Indian wampum, circular pendants of beaded strings, were also used as mnemonics to record significant events in the history of the tribe.

Our museums contain the ancient notched sticks used to record information, and among the oldest artifacts in the British Museum are the ancient knotted strings the Egyptians used to measure the pyramids. The abacus goes back a couple of thousand years, and the invention of movable type by Gutenberg was yet another step in the process.

As far back as we go, wherever we look, we see evidence of the attempts by the people to build automatic devices to process their information. And everywhere we see such efforts, we also see evidence of the lack of understanding, dislike, and fear of such devices:

- The old Eastern European legend of Golem tells the story of an inanimate object which comes to life when the secret name of God is whispered in its ear and which then runs amuck and has to be destroyed by the society in order to set things right. (And we learn from that legend that robots and automatic devices are terrible things.)
- When Norbert Wiener, the great contributor to cybernetics and information science at M.I.T., wrote his memoirs near the end of his life, he chose to entitle his autobiography "God and Golem" in order to put in juxtaposition what he thought were the two opposite extremes of his life experience—the technological and the ethical.
- Consider the two-thousand-year-old legend of the Sorcerer's Apprentice, a legend that appears in many cultures and which Walt Disney made vivid in the movie "Fantasia." It is the story of an automaton which gets out of control, and things can be set right only by destroying the entire mechanism (because we all know that automatons are terrible things).
- In the legend of St. Thomas Aquinas, there is a story about St. Thomas as a very young man going to the home of his great teacher, Albertus Magnus. Magnus has built a robot which opens the front door and inquires as to the business of any visitor approaching his house. According to legend, when St. Thomas sees the robot for the first time, he takes the staff he carries and destroys the robot. (Now, we know that the purpose of legends in our society is to teach us things, and we know that St. Thomas is a good man, a man of God, and that he does exactly the right thing: He destroys the robot, because robots are evil.)
- One of the great inventions of the industrial revolution was Joseph Marie Jacquard's automatic loom that weaves patterned cloth. He invented it in about 1801, and by 1812 there were eleven thousand automatic looms in France. This invention made France, for the moment, the world's technological center for patterned, woven cloth. However, the Frenchmen didn't like the device very much, and they rebelled against it by throwing their shoes into it when no one was looking. Since the loom was a delicate device, it didn't take much more than a shoe to destroy its effectiveness.
- Even in modern science fiction—starting with Mary Shelley's novel, *Frankenstein*, we see the same view exhibited. The theme of much science fiction is "Man builds the robot (or the automaton or the information-processing machine or the computer) and the robot destroys man."

The first science fiction author to write on the opposite theme (that such high technology can, indeed, be used to improve the human condition by providing benefits to society) was Dr. Isaac Asimov who was a professor of biology at Boston University when he started to write science fiction. In his early books (first, in the story "Runaround"), he postulated what are now sometimes called the "Asimov laws of robotics." They are (1) a robot may not injure a human being, or, through inaction, allow a human being to come to harm, (2) a robot must obey the orders given by human beings except where such orders would conflict with the first law, and

(3) a robot must protect its own existence as long as such protection does not conflict with the first two laws. Asimov's ideas have done much to change the nature of robot stories in modern science fiction. They represent a thesis of hope, of application, of expectation, of the good and proper use of technology for valuable social purposes.

In real time, the long-term implications of high technology often are hidden from our view. This suggests some caution in speculating, favorably or unfavorably, upon the implications of that technology, but I think that some of the burden may fall on those of you in our educational institutions to think (even more than you do now) about those longer term social implications.

It is difficult to view the trends and directions in technology separately from the social acceptance of that technology. Its social acceptance and use is as much a part of what the technology is and what it will mean to us as anything related to circuit memories, printers, and other components.

In order to discuss where we are and what future directions are evident in information science technology, we need a benchmark against which we can measure ourselves during the next decade or two. I suggest that one such benchmark is our current information-processing capability.

We are in an era of personalization of the information-processing function. We see computers and terminals at airline and automobile reservation counters, at brokers' desks, bank tellers' windows department store purchase areas, supermarket checkout counters, and plan and process data acquisition stations. The interactive use of terminals is evident today in education and medicine (for example, at nurses' stations and in monitoring of patients in intensive care) as well as in many other institutions.

Let us take this image of information-processing capability available to clerks, business managers, researchers, scientists, educators, and others and extrapolate to the universal availability of computers and terminals for all of us. Imagine small computers or terminals on everyone's desk. Imagine a time when it will be as unusual for someone to work without a computer terminal on the desk as it is now unusual for someone to work without a desk telephone. This image is not farfetched. "Data Processing in 1980–85" (a report published by John Wiley & Sons), suggests that by the end of the decade 70% of all those in the labor force in the United States will have to have some knowledge of how a computer works—just to hold their jobs. Also, U.S. Department of Labor statistics show that more than half of all those now employed are in an information activity.

In the United States today, there is one computer terminal for every forty-eight jobholders—including nurses, air traffic controllers, newspaper reporters, stockbrokers, accountants. At IBM, there is one terminal for about every 4.8 employees, and there are some laboratories where the ratio is one for one. In some other institutions, such as in the insurance industry, there is already one terminal for every two employees (and likely to be one for one very shortly). The industry estimate is that by 1986 there will be one terminal for every ten employed people in North America. The technology is reaching out to those with information problems.

What manner of research does this opportunity generate within IBM, and how do we go about it? Our work in IBM involves a very close liaison with universities around the world. We have some 340 different joint-study contracts with 115 different universities in North America alone. In the time we have, I can't possibly discuss everything that is going on. Instead, I want to describe, in general terms, some of the implications of what I see and give a few examples that are more or less generic to the kind of work that is being done.

One such study, having to do with automating the university library, is being executed jointly with the University of Chicago and the University of Wisconsin. Now, when we say we are going to automate the library, it sounds as if we are going to put what was on those old 3×5 index cards into the electronic memory of a computer so that we will be able to look up information on a screen. Well, obviously we are going to do that, but we need more information than the title, author, number of pages, and publisher in order to do a substantive search. So the figurative 3×5 card in the memory of the machine will contain much more indicative information on the content of the book, in the spirit of key word and context and other techniques that are now being used in information processing.

This retrieval program is only one of forty-five that we are trying to write. We have discovered that while, even for librarians, the first thought is of automating the search, it is not the last thought. It is also important to automate processes to deal with a variety of other problems that beset modern libraries—maintaining patron lists and lists of authorized book buyers, ordering and reserving books, designating books for the rare-book shelf, obtaining multiple copies of books, and assigning books to classes.

There is also the problem of keeping track of the books. Take, for example, a text book with a title something like, "A Computer Program for LaPlace Transforms in Microbiology." In the old days, it would have gone into the central library. Today, however, there is no *central* library on most campuses—it's a *distributed* library. There is a microbiological library and a mathematics library and a computer science library. So, where do you put that book? Typically, it will be placed in the library of the person who happened to order it. If the microbiologist placed the order, he will get the book. But a student doing a study in computer science probably will have difficulty in locating it. Of course, the problem of tracking the book can be addressed by a computer system.

Now, what is the goal of all this? I believe it is to enable a student to sit in front of a display screen, to use a personal computer, in his or her dormitory room, at the end of a coax cable. It would not be necessary for that student to have knowledge of satellites, community theory, computer languages, operating systems, and communications protocol. (That goal is not so farfetched. There are many campuses which have their streets torn up because coax cables are being laid to connect buildings and interconnect dormitories.) Let's assume that a student is sitting in his room at the University of Chicago looking for books on Byzantine art but is not finding the desired references. By pressing a single button, he can automatically search the University of Wisconsin Library. There is even discussion at the United Nations about putting up an international satellite so that the same student, in a sense, can press yet one more button and search the Oxford Library, or the Toronto Library, or what have you.

The challenge is broader than the example suggests. Instead of talking about books, talk about records; instead of talking about students, talk about business people; instead of thinking about Byzantine art, think about inventory records and customer balance sheets. Then you will be considering the most typical generic business/institutional computer information application.

But looking things up, whether in a university or a business house, is not the end game. What would you *really* like to do? Well, you would really like to get the information itself, not just its description. You would like for the book itself to be in the electronic memory. However, putting a typical textbook into electronic memory by having a clerk key it into the system would cost, at contemporary labor prices here in North America, about four hundred dollars. Because it's very expensive, we generally do not do it. There is, however, optical character recognition equipment available—in the marketplace, in some instances, and in our laboratories—that can scan a book with an enormously high reliability and read it automatically into the memory of the machine—at a cost of thirteen dollars per book. That's probably less than the cost of the book itself, so it becomes feasible to consider using this process.

Such usage would require a very large memory, and there *are* large-memory "mass storage" devices. The IBM mass storage device, for example, has a memory capacity of 35 billion characters; that's the smallest version that one can configure. The largest version has a memory capacity of 472 billion characters. (To get a feeling for how much information that is, imagine an encyclopedia like the *Britannica*—30 volumes, 800 pages per volume—with no white space and no photographs. It would have a total count of about 160 million characters.) You can get a lot of information into even the smallest version; in fact, it can hold in its memory the equivalent of about 200,000 volumes of information. The machine rents for about $20,000—10¢ per book, per month, for electronic storage. A few years ago that would have sounded like a lot of money, but with inflation and the increasing costs of real estate, steel shelves, and personnel, it is now something to consider seriously.

That is an existing technology. We can look ahead to some technologies that are a little further out. For example, there is an optical disc (sometimes called a laser or video disc) which has a memory capacity of 1010 bits to the side. If we pack it with character information, we can put the equivalent of 3,200 volumes onto its two sides. If we use enough discs, then all of the books or customer records or manufacturing records will be available to us. Another example is large-scale integrated circuit technology which has the same characteristic. A video disc retails today for about twenty dollars, the reader for that disc at about $750; so it is feasible to think of using some advanced technologies to store very large amounts of information.

In silicon technology, we saw the number of memory cells packed on a single silicon chip rise during the 1970s from 1,000 to 64,000. We can now pack 4,000 logic circuits on an experimental IBM silicon chip one-sixteenth of an inch square, and other experiments have shown that such chips can contain 10,000 logic switches or 250,000 bits of memory. In another development, 288,000 bits of memory were designed onto a single chip.

In bubble memory technology—using garnet material made of an aluminum-chromium-copper compound, developed as an epitaxial growth on a low defect single crystal substrate—we can create in our laboratories a memory of a hundred million bits on a square inch of material.

(That is roughly equivalent to putting the entire Manhattan telephone directory on something the size of a postage stamp.)

In order to build such a memory technology, we draw circuit logic on the substrate with lines about one micron wide. (A micron is 1/25,000 of an inch; a human hair is about 40 microns wide.) That width is close enough to the wave length of light that we cannot draw such lines with conventional light-dependent instrumentation. Instead, we must use technologies, such as x-ray lithography, that depend on shorter wave-length signals. The availability of such memory technology has made more meaningful the systems and programming research in office automation, electronic mail, and text editing that is now going on in many laboratories. Although some such study ideas were formulated as long ago as ten or twenty years, it is only now that the technologies becoming available in laboratories give us assurance that such systems—for which large, local, reliable, and inexpensive memories are important—can ultimately be implemented.

Let us consider what happens when we try to manipulate the stored information or to create new information files. When we think about computers, we think first about machines that do arithmetic—add, subtract, multiply, and divide. Such usage did, of course, characterize the earliest computers, but computer scientists, using measurement devices such as hardware and software monitors, have demonstrated that, in general, less than 5% of a computer's time is spent doing arithmetic. The rest of the time it is doing exactly what you and I do when we process information—moving the information about in memory and placing it in different juxtapositions. (Certainly, in our own information processing, we do arithmetic for an even smaller percentage of time than five percent.)

Much of the research in which we are engaged has to do not with the arithmetic, the algorithmic approaches, and the mathematical techniques but with the generic area of information manipulation—in the style of text editing and electronic mail transfer. One such project is an experimental spelling corrector built by an IBM scientist, Dr. Walter S. Rosenbaum. It has a vocabulary of 130,000 words—in American English, and also in British English when spellings are at variance. (The size of that vocabulary can be visualized by comparing it with that of an average college graduate, probably about 10,000 words, or with one of the landmark books in our language, James Joyce's *Ulysses*, which uses a vocabulary of about 30,000 words.) In addition, the corrector includes 105,000 medical terms and 22,000 legal terms as well as business and other terms.

If one intends to type in a simple word like "there" (t-h-e-r-e), and it comes out h-t-e-r-e (not an uncommon error), the system recognizes that there is no such word in the English language and responds by blinking the word, underlining it, or taking some other action. The system can have enough algorithmic capability to analyze the error and suggest to the user the most probable correct spelling.

But it does more than that. For example, assume that one has intended to type in the phrase, "There are papers on the platform," but has typed t-h-e-i-r instead of t-h-e-r-e. The system is capable of analyzing the phrase "their are" and of indicating that in common usage it should read "there are."

But it does more than that. Let's say that one types the word "principle," spelling it correctly. The system can indicate that this word is commonly confused with "principal." It can even provide a definition of each of these words so that one can decide which spelling would be correct in context. Of course, it can do this for a wide variety of such homophones.

But it does more than that. If one types in a phrase that uses redundant or clumsy language, such as "There are a great deal of papers on that platform," the system can identify the phrase "a great deal of" and suggest that it be replaced by the more concise "many."

But it does more than that. The system can have a dictionary of synonyms which are graded according to the educational level of the potential reader. And, of course, such a system can handle automatic hyphenation, margin justification, and other aspects of text preparation.

We start by considering the automation of a library, and soon we discover that we must consider a broader area of information processing. That seems to be the character of systems work—almost every study in information science expands to become very global in structure.

Another technological challenge is created by the use of those memories and the system itself. If we are going to be able to do what we want to do on those systems, then we are going to expect them to execute a very large number of instructions.

Consider the airlines reservations application. You know that when you walk up to the reservation counter and inquire about a seat, the reservation clerk types in a few characters and seems to receive a prompt response. We know that the clerk's terminal is communicating with some distant central computer. Under a CICS operating system, that central computer will

execute about 250,000 instructions in order to send the appropriate response back to that clerk s terminal.

An annual life insurance premium notice or a subscription reminder notice—two very simple documents—give us the relatively straightforward information we need in order to respond. However, the central computer, under an IMS-like system, will execute 500,000 instructions in preparing that reminder notice.

Now, in a more personal system, our inquiries are likely to represent a more complicated question. We will expect the machine to execute many millions of instructions in preparing a response. That is not feasible today because a response may not be possible within the human-factor time constraints that normally apply in such a situation.

Today, machines are built essentially with nanosecond technology—that is, they switch in nanoseconds, or billionths of a seconds. In some very expensive top-of-the-line systems, circuits switch in a few nanoseconds. In slower, less expensive machines, certain functions may take several thousands or tens-of-thousands of nanoseconds.

In about a billionth of a second, the electrical signal travels approximately one foot. Therefore, in building modern machines, we must place most of the circuits within about one cubic foot of each other. And that is feasible. In the IBM 4300 series machines, we put 704 circuits on a quarter-of-an-inch silicon chip. If we put enough of those little chips together, we can get almost all of the 100,000 or so circuits of a contemporary machine within a cubic foot of space. However, in an interactive-demand environment, still faster systems may be required to provide the appropriate response time.

Fortunately, there are much faster technologies in development in our laboratories. There is the field effect transistor technology (FET) which, using one micron line, can provide up to 10,000 logic gates per chip. There is also the faster bipolar technology. Perhaps one of the most exciting technologies is cryogenics. In the cryogenic technology, circuits are imbedded in a temperature environment close to absolute zero—that is, −273°C or −459°F. At such temperatures, resistive properties of circuits seem to all but disappear, and using the proper circuit logic, such as Josephson junction tunneling effects, very fast switches can be created. In recent experiments, switches which operate in several picoseconds have been built. A picosecond is a trillionth of a second—a very short period of time (a picosecond being to a second what a second is to 31,710 years). And we are able to build experimental circuits which do things in a few picoseconds!

There are certainly some problems involved in such experiments. In this area, we are pressing against the fundamental limits of thermal noise, line impedance, and stray capacitance. There are problems with electron migration and complex and sophisticated demands for the drawing of circuits using the electron beam of a scanning electron microscope. While, in current nanosecond technology, we must be concerned with hundreds of thousands of circuits packed essentially within a foot of each other, in a picosecond system, we must be able to pack all such circuits nominally within one-hundredth of an inch of each other.

In order to build such fast circuits, we must draw very thin lines, and using an electron beam, we are able to draw such lines of the magnitude of 120 angstroms thick (an angstrom equaling one ten-thousandth of a micron). The distance from the nucleus to the electron in the hydrogen atom is about five angstroms. The thickness of the membrane of the human nerve fiber is just under 100 angstroms. There are even alternate technologies under study that suggest that lines of 50 angstroms thickness may be feasible.

Another consideration is that systems are much too complicated to use today. I have in mind programming languages such as FORTRAN, COBOL, APL, BASIC, and PASCAL and operating systems such as VM, MVS, UNIX, and others. They all represent interfaces to systems which are far too complicated for the most general use we might envision in the future.

Machines must become less complicated to use, and I believe that is happening. The driving force is the work being done in advanced programming and systems technology in laboratories around the world. The basic work in the field of artifical intelligence and the current developments in knowledge-based systems or expert systems are interactive and are built around data structures which can represent all the relevant problem domain facts and their interrelationships. Its interactive dialogue acts as an intelligent consultive system to the user. Such experimental systems already exist in a wide area of applications, including the problem areas of medical diagnosis and treatment, organic chemistry for the determination of molecular structures based on spectographic data, geology for mineral exploration, structural engineering, design of molecular genetic experiments, and others.

Systems will be much easier to use in the future. Programming advances that materially

simplify the user interface will characterize the decade of the eighties in computer science. We should expect to see a growing simplicity of the interface between the user and the complex systems that we build

The average person's access to the computer technology depends upon its being simple enough to be manageable. Information processing has certain inherent complexities, and there is no way to wish those complexities away. They can be handled either by the system or by the user. Until now. most of that complexity was handled by the user, but personalized computing has created a market demand that much of that complexity be absorbed by the computing system itself. As a result, much development and research effort is being devoted to creating a better understanding of the information-processing function and to determining how most efficiently and economically to build the required functions and capabilities into future products.

The most important change of all may be the social attitude toward information systems. The first advanced degree in computer science was granted in the United States in 1964. Now there are over 200 colleges which offer undergraduate degrees in computer science and over 80 which offer graduate degrees. There are 300,000 or more hobby computers in use and millions of digital games and devices. We are learning to understand the technology and its implications as never before. Personal computers have been introduced into the marketplace.

Whatever their fields, people need—and generate—information, and that accounts in large part for the exploding need for information processing. In the early days, we expected people with problems to come to the machine. Today. we've learned that it is much more useful to bring the capability of information processing to the people.

In an important way, such machines are fundamentally different from all of the other inventions with which we have become familiar. The difference tells something about their ultimate usefulness. We think of all machines associated with the Industrial Revolution as having been used only by the nations that had them. So, for example, it is quite reasonable to speculate that only the English, French, Americans, and maybe a few others, were candidates to build the Panama and Suez Canals because they possessed the technical knowhow to solve the disease problems and had the giant steam shovels to construct something so Herculean. Very naturally, the use of technology was almost always limited to those who had it.

But the computer is different. Once it exists anywhere, it exists everywhere. There are students in New York, Chicago, and Los Angeles sitting at terminals, studying genetic principles, agricultural irrigation techniques, causes of cancer, and world weather phenomena. There are also students sitting at terminals in Addis Ababa and Bangkok, often connected by satellite, using the same technology to study the same problems. It is as possible that the insight into the causes of cancer will be discovered by such a student in Bangkok as by another student in Los Angeles. The qualified researcher in Bangkok has no particular disadvantage.

The information machine has a unique characteristic—it's a democratizing instrument. It has a great leveling effect in making the entire society "information literate," in making information available to people where they need it and can use it. This seems to be tremendously important, and I'm not sure that we as a society yet understand what the total implications of this information capability may be.

When Gutenberg invented movable type several hundred years ago, the printed word was then no longer restricted to the privileged. In a somewhat similar way, the computing machine has made all kinds of information accessible to people everywhere. That does not necessarily mean that everyone will have a machine—or will want or need one. It does mean, however, that those who *do* have a need, who can benefit from its use, will have access to one where they work and, ultimately, where they live.

We see, in specific cases, great advances in information technology. These are not without their problems and challenges.

Universities in the United States are finding it increasingly difficult to meet the need for trained engineers and computer scientists, and there is growing concern about the future quality of U.S. engineering and science education. In many cases, professors and students alike are hampered by obsolete equipment for instruction and research and by lack of contact with the technologies practiced in the most advanced industrial laboratories. While the number of students entering undergraduate programs in engineering and computer science has been increasing steadily for a decade, the number who continue their studies to the doctoral level has declined drastically. This trend makes it unlikely that the estimated 2,000 faculty openings can be filled from the ranks of current graduate students. Unless universities can offer competitive career prospects for their faculty, and more relevant instruction and research opportunities, U.S. engineering education is likely to deteriorate. The result could be a further decline in U.S.

industrial productivity and the ability of this nation to compete on an international scale.

The leaders of our educational institutions are becoming gravely concerned about this crisis, which has great long-term and short-term implications. Marvin Goldberger, president of the California Institute of Technology, has expressed his concern that there are important areas of science and engineering in which we are not training enough young people. (For example, in the U.S. currently, we are granting fewer doctorates in computer science than we were ten years ago.) John Jamrich, president of Northern Michigan University at Marquette, sees an urgent need for curricular and program modifications to respond to the dynamics of society and our growing technology.

And yet, research and development in the U.S., as a fraction of the federal budget, decreased 36% between 1968 and 1980, and basic research decreased 27%. Research and development as a fraction of Gross National Product decreased 19%. At the same time, research and development went up 14% in the Soviet Union, 16% in West Germany, and 19% in Japan. To put that in an historical context, let me borrow from an extraordinary little book by former Secretary of Commerce, Pete Peterson, called, "The U.S. Competitive Position in the 1980s—and Some Things We Might Do About It." Between 1870 and 1950, ~~there was a difference of only~~ six- to eight-tenths of a percent between the annual growth of U.S. productivity and that of the United Kingdom, West Germany and Japan. This small difference, compounded over 80 years, was the decisive difference that made the United States the economic and political leader in the world. Since 1960, the U.S. has increased the volume of its manufactured exports eleven times. During the same period, Germany increased its exports 17 times, and Japan increased its 31 times.

The United States still ranks first in the world in total industrial and technological strength. Our absolute levels of productivity are still among the highest in the world. Our science is strong. We win so many Nobel prizes that it embarasses those who plead for more support for science by claiming that we have become second rate. American technical achievements of the last quarter century are absolutely staggering: the APOLLO program comes first to mind, but the industry story is also quite impressive.

Over a scant 30 years, we have created a computer industry employing a million Americans, adding more than 50,000 new jobs each year, and growing at a rate of 15% compounded annually. At the same time, the amount of computing power per dollar grows—at 25% per year, surely the most astounding productivity story in human history.

The industrial robot, developed in the U.S. about 20 years ago, is another prime example of America's technical leadership being brought to bear on the challenge of manufacturing productivity, quality, and cost.

The only problem is that the nation which is using that product most effectively is *not* us, it's Japan. Even in computers, where the U.S. is still world leader, the Japanese have declared their determination to achieve technological parity, if not superiority, whatever the resources required and however long it may take. And given their success in other industries, we in the U.S. computer industry have reason to take the challenge seriously.

The percentage of scientists and engineers in the labor force has been declining in the United States since 1965, while it has doubled in Japan and Germany. Even though the actual number of undergraduate degrees in engineering has increased over the last ten years, there has been a decline in the number of doctoral degrees granted—from 3,600 in 1970 to only 2,800 in 1981. Dean D. E. Drucker, of the University of Illinois Engineering School, has estimated that it will take 1,500 more Ph.D.'s per year to replenish our present faculty positions. Massachusetts Institute of Technology President Paul E. Gray has pointed out that there are presently about 2,000 openings for engineering faculty in the 250 schools of engineering in this country. Japan graduates 75,000 engineers annually, the Soviet Union 300,000, and the U.S. 63,000. Seventy-five percent of all graduate enrollments in the Soviet Union are in science and engineering, compared to 20% in American graduate schools. President Frank T. Rhodes of Cornell estimates a 29% decrease in engineering and science doctorates from 1970 to 1980. Fifty percent of all new engineering doctorates are foreign, as are 70% of all postdoctoral engineering students. Finally the share of U.S. patents granted to foreign nationals has risen from 13% in 1966 to nearly 33% today. The National Research Council has reported that there are related problems also at the high school level.

According to estimates of the American Electronics Association, there will be a shortage of 129,000 qualified candidates for engineering jobs between now and 1985. The shortage in the programming discipline is even greater. It is estimated that there are now 1.4 million people in the

computer industry and that there will be growth by 1990 of 685,000 new jobs. The National Center for Education Statistics estimates that there will be 40,000 new jobs for systems analysts and programmers each year to 1990, and there are only 14,000 trained graduates each year.

The U.S. Department of Labor has reported that the continued demand in computer-related occupations will be enormous:

1. Total computer-occupation employment will grow 47% during the period from 1980 to 1990, from 1,455,000 to 2,140,000.
2. The number of systems analysts needed will increase from 243,000 to 400,000.
3. The number of programmers needed will increase from 341,000 to 500,000.
4. The number of operators needed will increase from 522,000 to 850,000.
5. The number of service technicians needed will increase from 83,000 to 160,000.

Federal funding for scientific equipment in university laboratories has dropped 50% in the last 15 years.

The United States, alarmingly, has reached the bottom of the list among developed industrialized nations in regard to its annual rate of productivity gain and the cost-competitiveness of many of its manufactured products in the world market. Trade imbalances are growing in key machinery categories. An increasing number of American production operations are judged inferior—using criteria such as incorporation of the latest technology, capital investment per employee, sophistication in automation, energy efficiency—to those of competitive nations. A continuation of these trends will make it more difficult to fight inflation and will threaten our economic strength, social stability, and national security.

Industry is dependent on universities: Demand for graduate engineers exceeds supply, and fluctuations in government funding for both education and research threaten to undermine the skills and knowledge on which industry builds for a future of growing international competition. As a result, there is a growing interest in university-industry cooperation.

Long before electronic technology, the philosopher and theologian Martin Buber wrote, "It is more important that the machine reflect our humanness, than we become the mirror of the machine." We are only beginning to learn the real meaning of those words and to apply them to the technology by making it easier for people to use.

As we have seen in the case of the vacuum tube and the transistor, there will always be skeptics where something new is concerned. Winston Churchill was a young man on a tour of duty in India when the x-ray was discovered. He read about it in the Indian press and wrote a letter home (which appears in the first volume of his memoirs) in which he said that he feared this x-ray machine would spell an end to all human privacy because it could see through walls and clothing. He and his friends were so taken with this fear that they created a ditty that went something like this: "What a terrible thing, an 'orrible thing, is the new photography." No one today would think of the x-ray as a threat to privacy. First impressions may not be correct.

Some of the things we hear today about technology—the invasion of privacy and the dehumanization, with everyone becoming a number—derive from the same phenomenon. It is not clear that the use of the computer must result in an invasion of our privacy in any substantive way or that we must all view ourselves as numbers. Society will take the proper steps to protect itself from any misuse of information machines. There already exists much legislation pointing in this direction.

Technological change and innovation are, in fact, unpredictable. Dr. Edwin Land of the Polaroid Corporation observed that "any worthwhile invention must be startling, unexpected, and must come to a world that is not prepared for it" (*Wall Street Journal*, August 10, 1979). We must live with the uncertainty of innovation.

The challenge faced by society is to learn to live with the uncertainty of not being able to predict precisely what will happen in technology. Change will occur. Opportunities for application of that changing technology will occur. We can only be guided by humanitarian principles. Albert Einstein counseled, "The concern for man and his destiny must always be the chief interest of all technical effort."

Woody Allen wrote recently in an editorial in the *New York Times* (August 10, 1979), "More than at any other time in history, mankind faces the crossroads. One path leads to despair and utter hopelessness, the other to total extinction." Being a pessimist about technology is not an uncommon posture.

The poet Keats once said that Isaac Newton had taken the romance out of the rainbow when he told us what the structure of light was. I think Keats was wrong. The romance that is in the rainbow is not there because of our lack of understanding about the structure of light. The

romance of technology lies in its potential for service to society.

I believe that one day we'll look back and say, Why did we worry about that? Didn't anyone realize that the thing we were worrying about really was a machine that would elevate mankind to a new plateau of intelligence? We will recognize the challenge and opportunity represented by information-processing technology.

H. G. Wells ended one of his adventure stories with its hero saying, "For man there is no rest and no ending. He must go on conquest beyond conquest. And when he has conquered all the deeps of space and all the mysteries of time, he will still be but beginning." The challenge for all of us is the challenge of the future.

As Eugene O'Neill wrote, "A man's work is in danger of deteriorating when he thinks he has found the one best formula for doing it." The challenge we face is that of sustaining our openness to change. We cannot predict precisely what will happen in our technology, but even in the face of that uncertainty, we must live with that technology and advance it. One thing that is certain is that this technology will continue to change. We have not heard the last word.

The challenge, particularly to those of you in education, is to recognize that there will be change, dramatic change, in the opportunity to apply information technology. You and I will be there. We'll have to know how to design it, how to build it, how to apply it, how to use it in our institutions, and how to teach it to our students. And yet we will have to face that challenge with the knowledge that we cannot predict today precisely how that change will manifest itself. It is in the ignorance of what that change will be that we will have to work.

What is that total potential of computers? I think it is limited only by our imagination. It's like giving an artist a palette that has an infinite number of colors, some of them even invisible to the naked eye, like ultraviolet or x-rays. It's like putting into the hands of a sculptor a chisel of infinite sharpness to be used against a clay of endless malleability that makes it possible to model the growth of trees, the flow of water, the distillation of petroleum, the structure of the earth's crust, the growth of cancer cells, or even the movement of chess pieces. It's like giving to a composer a set of musical notes and harmonics and chords, some of which have never been played before. It's like giving to a poet an alphabet that is not limited to the letters and ideograms that we know but is virtually infinite in scope. It is a tool for the realization of ideas, and it carries with it a challenge for all of us.

MAKING INFORMED DECISIONS ABOUT COMPUTING

Frederick A. Gross
President, Systems & Computer
Technology Corporation (SCT)

Note: Following is an edited version of the address delivered at the Awards Luncheon on Wednesday.

First, I would like to share with you some background about my company. SCT is a higher education software and computing center management specialist which has approximately 1,000 employees. In the fourteen years it has been in existence, we have worked with about 300 different colleges and universities—mostly in the United States but also some in Canada and Puerto Rico. The institutions have been two- and four-year, single- and multi-campus, private and public, large and small. Over the years, I have accumulated a long list of things one should *not* do when making decisions about computing. Today, however, I want to talk to you about the framework for making *good* computing decisions.

Before we can talk about making informed computing decisions, we have to understand what our return on investment is. In discussing this, I want to share with you two things: (1) my opinion about investment returns in administrative computing and (2) my personal measurement criteria.

Let us discuss return on investment first. Higher education in this country is an $80 billion dollar industry. Of this amount, about two billion dollars (2½%) are spent annually on administrative computing—on personnel, hardware and supplies, and software and telecommunications. Personnel (directors, analysts, programmers, and keypunch operators) currently account for 53% of that expenditure (and within a year or two, that figure will be closer to 70%). Approximately 28% is spent on hardware and supplies, while the remaining 19% is spent on software and telecommunications.

Now, how do we measure return on investment? Let us look first at one of my favorite illustrative "snapshots": You have working in your institution an integrated, data base-driven, complete student system; a complete financial accounting and management system; and a complete human resources/payroll/position control system—all tied together and all using the latest data base technology on the most current hardware. All users, including the administrative users, are computing literate; you have a staff of sufficient quantity and quality; and your users, if they were to rate you, would give you an "A" or "B" grade. That snapshot illustrates the state of the art, by my definition, and represents a high return on investment.

There are four specific areas to consider when measuring return on investment:

1. Personnel. Do you have sufficient depth and sufficiently experienced people to run the computing center in your educational setting? Do you have a long-range computing master plan (the blueprint for administrative computing) which represents the computing expectations of the users and, therefore, can be used as an evaluation tool?

   We might use the word "clone" (a true peer) to emphasize the importance of depth in computing staff. To run a quality computing center, you must have in-depth competency at all levels. You need sufficient managerial and technical depth to enable a clone to take charge in the event of turnover (which must be addressed when considering personnel because it results in a waste of time and money as well as a loss of knowledge).

   You need to ask whether you would rehire your current group of analysts and programmers. In making this decision, you must rate them based on what you think they have done for you and what they have done to promote the effectiveness of the center—considering their responsiveness to new systems, production reliability, and operational skills.
2. Responsiveness of administrative systems. You invest in administrative systems to reduce the amount of direct manual labor required to operate your institution and to provide an

effective way to serve your users. In evaluating the responsiveness of those systems, the following questions must be addressed: What do the present systems look like? Are they fragmented? Are they batch operated? Are they independent pieces or integrated systems? How much time is spent maintaining obsolete systems? How much time is spent developing new systems?

An integrated system, in which most of the effort is devoted to new system development, should be your goal, but you will need to ask yourself the "make or buy" questions: Should we reinvent the wheel or buy already-developed software? If we buy, what do we buy? When do we buy? You must understand the magnitude of the development-or-purchase decision.

3. Hardware performance. Dr. Robinson did a fantastic job this morning in describing the trillionth-of-a-second technology. However, I do not know of any institution in higher education which has the luxury of worrying about that kind of turnaround time. Therefore, I recommend the following simple measures for determining return on investment in hardware performance: Is the hardware responsive? Is it reliable? How much contention is there between and among administrative users and academic users? Are there unneeded machine cycles purchased to overcome problems created by inefficient software?

   Another factor is cost performance. Do you have the latest hardware technology (regardless of manufacturer) at the latest cost? The cost for hardware is going down dramatically and, in all probability, will continue to decrease. Therefore, institutions currently can receive more power for a fixed expenditure and can anticipate greater savings in the future. However, many administrators are not sure whether they are receiving maximum computing potential for their equipment expenditure. The question you must ask is: Do we have the latest technology or do we have old technology under a long-term financial arrangement?

4. User satisfaction. This is where you, as a user, get your shot. You are the client. You are the customer. In our computing center terminology, there are two concepts—a plaudits file (good) and an implaudits file (bad)—which are used to assess user satisfaction. We, as operators, must ask ourselves. How big is each file? What is the balance between the files? What levels of user computing literacy are represented? How else might we measure user satisfaction?

   Data processing personnel often become frustrated with users who want a change made *yesterday* and then complain when it is not done on time. The computing center staff must come to understand that they must educate and raise the level of computing literacy of users to enable them to appreciate the magnitude and scope of any requests they might make.

The assessment of overall effectiveness of a computing system should result in a vote of confidence in the people, the hardware, the responsiveness of the system, and the satisfaction of users. Every computing center director has many hard-working people, but the main point which must be considered is whether they and the system are effective in serving the center and the user. The institutional research director represents the institution-wide perspective and, as a member of the user constituency, is responsible for doing the evaluation.

I would like to share with you some of my observations as to the ways in which centers usually operate in regard to these criteria.

1. You will usually find only one competent director or manager—that is, you will not find depth in competence at the top. This renders the whole system vulnerable if that one person should leave or become incapacitated.
2. I believe that in the areas of budget completion you are losing to inflation. Those responsible for computing must serve as ombudspersons in competing for staff budgets which, in a vast majority of cases, are not adequate to achieve the desired priorities for the users.
3. We talked about master plans. I would suggest that only one institution in 100 has an up-to-date computing master plan that has been approved by the administration and the user constituencies. Therefore, only one institution in 100 knows what is going to happen, has a tool for evaluation, and has a control on user expectation. Many institutional representatives are not comfortable when I bring up this issue.
4. Most of the institutions with which I have worked have either a zero percent or a fifty percent turnover. Both situations are bad. When you have zero percent turnover, you are likely to have a stale staff—that is, people who have worked in one place for a long time, who are too comfortable, and who may not have kept up with the latest technological advances. I rotate my own staff on a two- or three-year cycle.

   A fifty percent turnover is equally bad. Those of you who have prayed that computer center personnel would deliver against an administrative system schedule know how much it hurts when the key programmer, project leader, or analyst leaves. You may have to start all

over again; you may have lost the data; and it is likely that the documentation will not be up to date

5. I have observed that more is spent on supplies than on training and development to keep the professional computing staff current. As a result, we have a very low return on investment. The director of the computing center must assume responsibility for helping to find a solution to this problem. Most of the personnel in the computing centers are hard-working, dedicated individuals who are frustrated with having to maintain old programs, operate with inadequate budgets, and tolerate users' complaints—all without proper in-service training. It is a difficult enough job when training and professional development activities are provided.
6. Most centers have what I call a "patchwork quilt" of software—pieces of old software and systems developed over the years. Many are still using computer programs that were developed in the sixties. This creates serious problems. The users are frustrated because they must use old programs that are not responsive to new ways of operating, and administrators and institutional research personnel must try to serve their institutions with pieces of systems that don't all link together and with files that do not communicate with one another. The point is that thousands of software programs were retained in their original forms when the hardware was upgraded from second- to third- to fourth-generation technology. As a result, many institutions are using the most expensive, most sophisticated, fastest hardware in conjunction with old software and little pieces that have been patched together over the years. Further, in converting to on-line technology, many of the centers developed on-line capability by making their batch systems interactive with a terminal which allows them to talk to the mainframe. This process, called conversion, is the wrong way to enter the interactive computing arena.
7. I believe that, in a majority of cases, for every dollar spent on administrative analysts and programmers, eighty cents is spent on maintaining or making minor enhancements to old programs. The continued spending of large amounts of money to maintain old applications causes competent analysts and programmers to become disenchanted. This must change.
8. I have observed what I consider to be a fortunate trend toward the "buy" decision rather than the "make" decision. Many major institutions are deciding that they cannot build it themselves, so they are trying to buy the solution. That is good. However, making sure that you buy the right system can be very, very difficult. You cannot depend 100% on any outside entity. It is your responsibility, and you must keep control of the accountability measures. You cannot hire a firm to do the work and then sit back and wait for results, because that won't work. If you try to do it that way, you will get burned.
9. Probably 95% of the centers that are buying more hardware today are buying it for the wrong reason—to acquire more machine cycles to create a faster machine that will run their old programs more quickly. This concept is wrong. They are buying hardware to solve a software problem.
10. Most institutions have a massive investment in old hardware technology purchased on a five- or seven-year payment plan. Unfortunately, they are locked in. Because of the tremendous advances made in hardware technology during the last few years, current hardware technology can now be bought for a fraction of the dollars that centers are spending on old technology. This is a major source of embarrassment to computing people and administrators and is a problem that must be addressed prior to making future hardware acquisitions.
11. There is, as you know, great contention among administrative users and between administrative users and academic users. Some institutions have established separate computing centers in an attempt to solve this problem. I believe this is a mistake. It might be desirable to obtain separate hardware that is particularly suitable to one use or the other, but all of the hardware should be under one computing center personnel team. Institutions should not dilute or duplicate what is the most expensive portion of their budget. They can have common management and operations while servicing the instructional and administrative constituencies with different hardware. They cannot survive if they must hire personnel for two or three different centers.
12. I have also noticed a proliferation of mini- and micro-computers. Unfortunately, they are usually acquired in an attempt to get away from the central MIS administrative system. Users want to hire their own programmers, to have their own little piece of software, their own mini, their own micro—to get into the data-processing business. Let me tell you that they are not qualified to run a computing center! There are legitimate uses for the mini or

micro in the computing process. Users should work with their data-processing people to determine where and how these small computers can be used effectively *before* spending scarce dollars

13. There is always a favorite user—the institutional researcher, director of finance, director of payroll or personnel, or registrar—who gets what is wanted. It seems that one person is always satisfied while the majority of users do not get what they want. I do not believe that you, the users, take seriously enough the power you have, the voice you have. At budget time, the computing center people must go to their customers for their priorities, vote of confidence, and financial support. For most users, it is easier to file complaints than it is to pay compliments. This does not mean that compliments are not paid to the computing delivery function, but I *have* found that the implaudit file is much larger than the plaudit.
14. The level of user computing literacy is fairly low. Users must be educated to ask the right questions. They need not be trained to program, but they must at least learn the technology.
15. Consideration of the "vote of confidence" area is most serious. I think that once a year the people who run the computing center should go to their user constituency (as we do at our center) and ask if they would rehire the group. The response should provide meaningful information.

My last comments concern what I would do and what I think your role should be in relation to the $2 billion annual administrative computing expenditure. The fact that AIR, CAUSE, and all other major higher education groups are recognizing and discussing in their conferences the topic of technology indicates its importance. The basic question to consider is, "What are you going to do about it?"

1. Share some of the ideas we have discussed with your data-processing people when you get back to your institution. Do it as an independent catalyst, without charter. Review the criteria currently used, develop a set of alternative criteria which apply to your setting, and find out what you are expending. Discuss with your data-processing manager what you consider to be a fair return on the investment. Explicate the problem, talk about solutions, and draw a matrix delineating action areas.
2. Meet with users. The users must agree to stop shooting at the data-processing center, identify what they want, and establish the priorities if they are to have a successful computing operation. There are committee structures in place today, but the catalyst group is missing. I believe that the institutional research and planning personnel, by definition, should become the catalyst group.
3. Take the data-processing group and the user group and meet with your governing structure. This is the most difficult and serious step. Most of you do not know how to sell a computing improvement program, but you must learn. You must sell the program to the administration as one of the highest institutional priorities. If you do not, you will continue to expend large sums of money and raise the frustration level on campus. By sitting down with data-processing personnel, the users, and the governing structure, you should be able to get everybody to say, "Here are the problems. Let's admit what they are." This is a very simple process, but in 90% of the schools we surveyed, these simple steps have not been taken.
4. Give a vote of confidence, today, to those people you count on in the data-processing center to solve your problems. Data processing is a very complicated field that is becoming more complex. In addition, the budgets are tight and personnel do not always have the resources to carry out their responsibilities. This vote of confidence is very important. The thing computing center personnel need most is your support; the least needed is the constant griping that goes on. You can be the catalyst. You can make it happen.

I was asked yesterday how to solve a specific problem. I responded, "I don't have the magic solution for you." By following the steps I have outlined, you should be able to solve your own problem. You do not need an expensive consultant on "day one," not even *this* consultant. You must work out the problem definition by yourself. If you recognize that you have a problem, don't run out and hire a consultant. That is a mistake. Meet in the groups that I described to identify your problem and then put your master plan down on paper. If you still feel the need for a consultant, look around. There are many people who can come in, spend two or three days, and give you three or four options—and they won't charge you the per diem that consultants do!

Thank you for your time. I appreciated the opportunity to talk to you today.

THE POLITICAL NATURE OF INSTITUTIONAL RESEARCH

William L. Tetlow
President, The Association for Institutional Research

Note: The following is an edited version of the Presidential Address delivered on Sunday evening.

A tradition in this Association is to have the President, as the formally elected leader, assess the state of the art of institutional research, examine the future and, hopefully, inspire the membership. I am going to attempt to achieve all of these objectives but will be quite content if my performance is compared favorably with that of the cross-eyed javelin thrower—who did not win many medals, but definitely kept everyone alert!

As I reflect upon 20 years' experience as an institutional researcher, and upon experiences that we have shared vicariously at these annual Forums, my conclusion is that insufficient consideration has been given to the human, subjective, political, and pragmatic nature of our work. Consequently, I have chosen to focus my remarks on the organization and use of information and the intrinsic political nature of those processes. I use the word "political" to refer to that dynamic process where interest groups articulate their interests in many ways and use pressure and force to bear on the decision-making process.

Before doing that, however, it will be useful to sketch briefly a view of the history of institutional research, planning, and the decision-making process in higher education. I will then propose that we are now functioning in a context of rather intense partisan and adversarial activity which requires that we devote special attention to the political nature of information. In so doing, I intend to draw upon such scholars as Feldman, March, Walker, Sabatier, and Karlgren regarding the organization, use, and variability of the term "information." All of this is intended to convince you that institutional research has its political nature. Finally, I plan to examine the present, gaze into the future, and draw some additional implications pertaining to the nature and conduct of institutional research.

In North America, the history of institutional research can be divided roughly into seven eras, four of them preceding the formation of this Association. The first commenced with the very beginnings of higher education on this continent in the early 1600s (1634 for Laval University, 1636 for Harvard) and continued until the turn of the twentieth century. Most institutional research in that period was conducted or instigated by prestigious individuals who examined a particular aspect of higher education and proposed reform.

The second era began around 1908 with the landmark educational survey of college efficiency initiated by Henry King, president of Oberlin College, and followed shortly thereafter by the seminal work on medical education in the United States done by Abraham Flexner in 1910. For a period of many years thereafter, the educational survey was the principal and predominant vehicle for institutional research; some of the founding members of this Association had considerable professional involvement in that era.

I mark the third era as beginning in the mid-1940s with the passage of the GI Bill of Rights in 1944 and establishment of the Truman Commission in 1948. This era lasted until the end of the 1950s and could best be characterized as an egalitarian period—a period of inducing higher education institutions to be open and accessible to all. The resultant extensive increases in institutional size and complexity led to the formalization of the institutional research functions as college officials sought understanding and control of their institutions.

The 1950s and 1960s could be characterized as an academic research era. The areas of institutional research emphasis in this period were on studies of student and faculty characteristics and curriculum. The brief era which began in the mid-sixties and lasted to the mid-seventies was characterized by an emphasis on planning and fiscal responsibility: program planning and

budgeting systems (PPBS), zero-based budgeting (ZBB), etc. In the seventh era, which began in the late 1970s and continues to the present, the emphasis has been on strategic planning for resource reallocation, retrenchment, and policy analysis.

It has been the last two eras, where decision processes have been full of conflict, that interest groups have placed extreme pressure on administrators, that the choices have become political compromises, and, as Baldridge (1971) maintained, have made decision making essentially a political art. As a direct consequence, institutional researchers need to reexamine the rational model of decision making that has been the unstated paradigm for the field.

According to Feldman and March (1981), the classic model of organizational choice is an extension of decision-theory models for individual choice, which leads one to some simple expectations for information utilization:

> Relevant information will be gathered and analyzed prior to decision making. Information gathered for use in a decision will be used in making that decision. Available information will be examined before more information is gathered or requested. Needs for information will be determined prior to asking for information. Information that is not relevant to a decision will not be gathered. (p. 172)

(Those of us who have made a career of providing information to management know that it *always* works that way . . . doesn't it??) Feldman and March go on to say that studies of the actual use of information in organizations have participants gather but not use information. They ask for reports but do not read them. They act first and receive the requested information later. Why is that? Four principal reasons are suggested:

First, organizations provide incentives for gathering extra information. The costs and benefits of information are not all incurred at the same place in the organization; that is, the decisions to gather information are made in one part of the organization while the costs of data collection are incurred in other parts. Reflect on that process for a minute and consider that when the President's Office requests information, the costs of data acquisition and analysis are frequently incurred somewhere else. Thus, there are incentives for extra data gathering since the requestor often does not directly incur any cost. Furthermore, since post-hoc accountability is often required, it is better, from the decision maker's point of view, to have information that is not needed rather than *not* to have information that might be needed.

The second reason proposed by Feldman and March is that organizations often gather information for the purpose of monitoring their environment; that is, in a surveillance mode rather than a decision mode. "Organizations scan the environment for surprises as much as they try to clarify uncertainties" (p. 182).

Thirdly, they suggest that most information generated and processed in an organization is subject to strategic misrepresentation. Information is gathered and communicated in a context of conflict of interest, and with a consciousness of potential decision consequences which makes the innocence of information problematic. Frequently, information is produced in order to persuade someone to do something.

Finally, decision making in organizations constitutes an arena for exercising social values, for displaying proper behavior with respect to intelligent and rational choice. Therefore, it is suggested that the gathering of information provides a ritualistic assurance that proper attitudes about decision making exist in the organization. "Using information, asking for information, and justifying decisions in terms of information have all come to be significant ways in which we symbolize that the process is legitimate, that we are good decision makers, and that our organizations are well managed" (p. 178).

Sabatier (1978) adds what could be considered a fifth reason for seemingly non-rational decisions. He notes that "no policy decision can be based solely on technical information. Normative elements invariably enter, whether the value choices come from statute, the personal philosophies of administrative officials, or their efforts to balance the preferences of competing constituencies" (p. 397).

To further complicate the problem, people differ significantly in their behavior, in what constitutes "information" for them. There was a fascinating article on this problem in a recent issue of *Journal of the American Society for Information Science*, by Donald Walker (1981) of the Artificial Intelligence Center at SRI International. He has been working with Karlgren and the Kval Institute for Information Science in Stockholm, Sweden, on the organization of information for computer access and computer retrieval. He states:

Information is not intrinsic in the data, even though the producer of a document may intend that it be interpreted in a particular way. Rather, the value for the user is the way in which the data satisfy that person's need. Furthermore, the query, at least in its original formulation, may not reflect that need accurately. (p. 356)

As my distinguished colleague, Lois Torrence, once noted in a panel session at a previous Forum, "I have seldom found that the initial question is the appropriate question." I would suggest that this is often the case because the requestor either is unclear about his or her information need or is uncertain about what data are available in the system which could form the basis for the required information.

Walker also states that:

It has become increasingly clear that it is necessary to incorporate into a computational model of language understanding not only general information about the relationship between words, phrases and sentences, and the world, but in addition, specific knowledge about a particular domain or context of application. (p. 351)

He notes that, in dealing with supposedly the same question originating from different people, there are different reactions regarding the relevance of the information provided which reinforce the proposition that information is not intrinsic in data. In addition, the decision about what kind of data representation to use is affected strongly by personal preference, educational experience, and sociological factors.

Thus, I conclude and assert that we are engaged in an activity which, by its very nature, is intensely "political." It is therefore absolutely essential that we be especially cognizant of the domain or context of application whenever we provide information for management.

What now appear to be some of the emerging trends that might affect our professional activities? I recently attended a seminar entitled "Management Realities in the 80's" conducted for corporate leaders in Vancouver, Canada. Several of the observations that were made in that seminar are worth repeating here.

The president of Canadian Pacific Airlines, Ian Gray, stated: "There is a whole change of management about to happen because the present managers do not know how to cope. The old ones are getting out." A second person on that panel, Joe Martin, the editor-in-chief of Pacific Rim Publications, asserted that "graphics is a must for all senior management" and that "people who understand all of this are the ones who are going to come out ahead." Reflect for a moment on the fact that while TV is now the predominant medium, we in the academic world are still operating as POBS—Marshall MacLuhan's acronym for "print-oriented bastards." For the simple reason that television is the major medium in our society, we should increase our use of graphics for information presentation. When you realize that the original Sesame Street "alumni" are now adults and will increasingly become a significant part of our intended audience, you can more easily understand an advocacy for graphic presentation.

Another theme that was stressed in that panel presentation was "information overload," a topic we have heard about for a number of years. *The One Minute Manager*, by Blanchard and Johnson (1982), is an interesting response to that very problem. It is a book designed for senior management that can be read in less than an hour and which attempts to distill and synthesize knowledge about successful managerial activity.

These observations tend to support the notion that influence will move to the information providers who can make information interesting as well as informative.

In conclusion, I return again, as I have on previous occasions, to an institutional research role model based on Wilensky's book, *Organizational Intelligence* (1967). In talking about the different kinds of information needs for an organization or institution and about the variety of information orientations and specialists, the author concluded that individuals who combine both technical and political skills are needed. He summarized by saying:

In short, there is an urgent demand for broad policy advice on issues of politics and administration that relies heavily on technical intelligence . . . To cope with such issues, administrative leaders are turning to a new breed of experts who can interpret the work of separate disciplines; combine the functions of contact men, internal communications specialists, and facts and figures men; supply a blend of technical and ideological intelligence; and in general, enrich the verbal environment of elites. (pp. 37–38)

Wilensky concludes by noting, "Needless to say, there is more demand than supply for such experts."

It is my belief that such expertise exists, particularly in the membership of this Association, to serve these roles and serve them well, to keep values in perspective, and to be aware of the context in which the decision making is taking place.

If you cannot fulfill the role of an organizational intelligence specialist, you might want to respond to the ad I saw recently in my local newspaper: Help Wanted: Semi-retired person to ride on explosives truck.

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The Sidney Suslow Outstanding Forum Paper Award

In early May of 1977, Sidney Suslow, one of the founders of the Association for Institutional Research passed away. This gentle, inspiring human being had not only served as president of the Association, he had also continuously dedicated himself to the improvement of institutional research as a profession.

Nowhere in the tireless efforts of Sidney Suslow was his dedication, encouragement, and high standard of excellence for the profession better exemplified than in his contributions to the establishment of extensive and quality publications sponsored by the Association. He served as chairperson of the Publications Board and, until [redacted] served as editor of the quarterly monograph, *New Directions for Institutional Research*.

It was in recognition of this special member of the Association, and to perpetuate his concern for excellence in the profession and its publications, that the Publications Board recommended, and the Executive Committee approved, the establishment of the Sidney Suslow Outstanding Forum Paper Award. This award may be presented annually to the individual presenting the Forum paper (from the previous year's Forum) judged to be of the highest quality with regard to the application of research methodology and analysis as well as the contribution of the topic to the development of the field of institutional research.

The first Sidney Suslow Outstanding Forum Paper Award (for the outstanding paper presented at the previous Forum) was presented at the 1978 Forum in Houston. The paper was printed in its entirety in the proceedings of that Forum, *Research and Planning for Higher Education*. The award for the 1978 outstanding paper was presented at the 1979 Forum in San Diego and was published in the first special AIR Forum issue of the AIR journal, *Research in Higher Education*. Subsequent award papers have been and will continue to be published in their entirety in the special issue of *Research in Higher Education*.

SIDNEY SUSLOW OUTSTANDING FORUM PAPER AWARD RECIPIENTS

1977 Forum: *Calculating the Economic Multipliers for Local University Spending*
Charles Dudley Salley, Georgia State University

1978 Forum: *A Longitudinal Study of Grades in 144 Undergraduate Courses*
James E. Prather, Glynton Smith, and Janet E. Kodras,
Georgia State University

1979 Forum: *The Study of Academic Department Performance*
Alan C. Bare, Rutgers, The State University of New Jersey

1980 Forum: *Factors in Teaching Assignments: Measuring Workload by Effort*
Gerald W. McLaughlin, James R. Montgomery, Archer R. Gravely, and Beatrice T. Mahan

Abstracts and Summaries of Contributed Papers, Seminars, Symposia, Panels, Workshops, and Special Interest/Regional Group Meetings

PRE-FORUM

SPECIAL EVENT: ESCAPE TO THE ROCKIES

DENNIS W. VIEHLAND (coordinator/leader), Research Assistant, Western Interstate Commission on Higher Education (WICHE)

Originally planned as a backpacking trip, thirty inches of snow turned this pre-Forum event into a cross-country-skiing/snow-shoeing trip 3.5 miles into the Peaks Wilderness (elevation 10,345 ft.). Snow camping was deferred in favor of hot tubbing and rolling in the snow at the "Nelson Lodge" in Nederland.

PRE-FORUM B

SEMINAR: CHANGES IN TECHNOLOGY: IMPLICATIONS FOR INSTITUTIONAL RESEARCH AND PLANNING (professional development opportunity—PDO)

E. MICHAEL STAMAN (presenter), Director, Campus Computing Services; University of Missouri-Columbia
NORMAN P. UHL (co-presenter), Professor of Educational Psychology, Mount St. Vincent University

Participants examined how technological trends may impact and possibly even modify the practices of research and planning in higher education. Issues considered included (1) the impact of technological change on higher education, (2) ethical and/or sociological problems which may become significant issues, (3) the nature of resistance to change, and (4) the impact of this resistance on the penetration of technology into higher education organizations. The seminar was organized into four areas: trends in technology; the social-psychological variables related to resistance to change; changing variables and technological applications; and the social/ethical issues related to technological decisions.

PRE-FORUM D

NEWCOMERS' WORKSHOP: APPLYING INSTITUTIONAL RESEARCH TO ACADEMIC AND ADMINISTRATIVE PROBLEMS (professional development opportunity—PDO)

DONALD M. NORRIS (director), Director of Institutional Research and Academic Information Systems, University of Houston
MARK D. JOHNSON (co-director), Associate Coordinator for Academic Program Services, Washington State Council for Postsecondary Education

During the first day, registrants participated in a simulation exercise designed to explore an array of issues and problems that confront most institutional researchers (for example, how to prioritize work assignments; how to develop effective working relationships; how to respond to information requests from external constituencies). The exercise placed equal emphasis on the technical side of institutional research (i.e., information needs) and on the politics of institutional decision making.

The second day featured an enrollment-planning exercise designed for professionals with little or no experience in this area. Limited but critical presentations of written materials by the workshop faculty were interspersed with the simulation exercises and with discussion of different approaches employed by workshop participants.

WORKSHOP: THE MICROCOMPUTER AS A TOOL FOR THE INSTITUTIONAL RESEARCHER (professional development opportunity—PDO)

CHARLES R. THOMAS (director), Executive Director, CAUSE
GARY DEVINE (co-director), Director of Management Systems, University of Colorado

The session included discussion of (1) the evolution and current state of the art of desktop (micro)computers and typical desktop computer components (2) desktop computer software, including operating systems, word-processing packages, and application generators as well as analytical, executive, and support software; (3) applications in institutional research, including enrollment projections, ad hoc analyses, and institutional code control as well as budget, cost, and student-flow modeling; (4) considerations in the acquisition of microcomputers from local dealers, via mail order, or directly from manufacturers; and (5) what to look for in terms of institutional support and maintenance. A number of desktop computers were available to ensure hands-on experience for each participant.

1P NEWCOMER ORIENTATION

MARGARET L. (PEGGY) MOORE (presenter/coordinator), Coordinator of Planning Information and Reporting, Old Dominion University

The purpose of the orientation was to help newcomers become more familiar with the Forum and with AIR in general. The session was designed to acquaint participants with Forum activities and with AIR opportunities for service as well as to provide an occasion to interact with other newcomers and some active AIR members.

2N SIG FAIR

EDITH H. CARTER (coordinator), Statistician, New River Community College

The room was set with round tables so that each special interest or regional group had a spot to congregate, attract and meet new people, answer questions, distribute materials or information, and make plans for activities at the Forum. The tables were numbered, and the location of the groups was identified.

2/3A USING STUDENT DATA FOR PLANNING AND RESEARCH (workshop)

KENNETH C. GREEN (director), Research Analyst, Higher Education Research Institute

The analysis and interpretation of freshman and follow-up survey data is of increasing importance, and the Cooperative Institutional Research Program (CIRP) is a rich source of student data for institutional research. This workshop focused on various uses of the CIRP data, emphasizing applications in admissions and retention as well as on data interpretation and dissemination. A major portion of the time was devoted to a case-study exercise.

2/3/4B BUILDING A STUDENT RETENTION DATA SYSTEM (workshop)

TIMOTHY R. SANFORD (director), Associate Director of Institutional Research/Lecturer in Education, University of North Carolina at Chapel Hill

Improving student retention by reducing attrition has become a vital concern in many colleges and universities. Institutional performance is difficult to improve, however, if it is not being measured. This workshop was designed to help institutional researchers build or improve a student-retention data system on their campuses. Using structured exercises, examples, and discussion, workshop participants evaluated their institutions' needs in this area and began to conceptualize the systems which would meet those needs. Data lists, file layouts, flowcharts, and student-flow models were discussed with brief attention to analytical opportunities when the system is complete. Measuring, not improving, student retention was the workshop theme.

2/3C CONDUCTING SURVEY RESEARCH (workshop)

SUZANNE W. LARSEN (director), Associate Director of Institutional Research, University of Tennessee

RICHARD D. HOWARD (co-director), Director of Institutional Research, West Virginia University

W. KEVIN HUNT (co-director), Director of Research, Planning, and Data Services, Tidewater Community College

GERALD W. McLAUGHLIN (co-director), Associate Director of Institutional Research, Viginia Polytechnic Institute and State University

Those who do institutional research are frequently called upon to conduct surveys to meet the specific needs of their institutions. This workshop provided the participants with information on the key components in conducting survey research, including the following: negotiating and classifying the research question, determining the sample, constructing the items, implementing the study, analyzing the data, and presenting the results. In addition, defects and dangers of survey research were discussed along with procedures which can reduce these problems. Participant exercises were used to strengthen understanding, and reference materials were provided.

2/3D INTRODUCTION TO THE USE OF THE STATISTICAL ANALYSIS SYSTEM (SAS) FOR RESEARCH AND DATA-FILE MANAGEMENT (workshop)

LINDA K. PRATT (director), Director of Research, Evaluation, and Planning, North Carolina Central University

NATHANIEL L. FELDER (co-director), Director of Institutional Research, University of North Carolina at Asheville

NORMAN P. UHL (co-director), Professor of Educational Psychology, Mount St. Vincent University

Workshop participants practiced the following skills: (1) creating and storing SAS data sets, (2) preparing simple reports using standard SAS procedures, (3) using SAS to compute descriptive statistics, ANOVAS, and multiple regression equations, (4) merging data sets using SAS, and (5) interpreting SAS printouts.

2/3/4E A SYSTEMATIC APPROACH TO PROBLEM SOLVING AND DECISION MAKING (workshop)

RICHARD A. MANAHAN (director), Vice President for Finance and Administration, East Tennessee State University

JERRY L. GEHRE (co-director), Director of University Planning and Capital Budget, East Tennessee State University

This workshop was designed to provide institutional researchers and planners with a systematic approach to problem solving and decision making. On the one hand, it provided a model for individuals to use in analyzing problems and making decisions; on the other, it provided an insight into problem solving and decision making to enable an individual to better prepare information for policy-level administrators.

2/3F PLANNING FOR BUDGETING (workshop)

JAMES H. HAYNES (director), Assistant Director of Institutional Planning, Florida A&M University

CLINITA A. FORD (co-director), Director, Title III Programs, Florida A&M University

In an era of dwindling resources and federal cutbacks, institutions of higher education find themselves seeking methods for improving fiscal, as well as operational, management. The purpose of this workshop was twofold: (1) to provide a brief outline of the impact of planning and budgeting on institutions of higher learning, with a case study of the planning and budgeting processes at Florida A&M University and (2) to provide hands-on practical experience, through a simulation exercise, for newcomers and practitioners in the area of planning and budgeting for an institutional research office.

2/3K LEGAL GUIDELINES FOR PLANNING FINANCIAL EXIGENCY STRATEGIES (workshop)

STEPHEN R. HAMPLE (director), Director of Institutional Research, Montana State University

Many campuses face potential declines in enrollment and/or financial support. Advance planning is vital to successfully coping with these difficult problems. This workshop was designed to emphasize problems relating to program closure in general and faculty reduction in particular. Because of the large number of Canadian participants, the group reviewed differences between Canadian and U.S. legal structures as they affect faculty terminations.

2/3/4L DEVELOPING AN INSTITUTIONAL FACT BOOK (workshop)

CHARLES H. BRYSON (director), Research Associate, Georgia State University
STEVE W. BATSON (co-director), Assistant to the President, East Texas State University
HORACE F. GRIFFITTS (co-director), Director of Research, Tarrant County Junior College District
GERALD H. LUNNEY (co-director), Associate Director/Director of Research, Council of Independent Kentucky Colleges and Universities
JAMES O. NICHOLS (co-director), Director of Institutional Research and Planning, University of Mississippi

The basic workshop emphasized the practical approach to developing and issuing an institutional fact book. It was based upon materials and hands-on exercises developed by Glynton Smith at Georgia State University. Three distinct processes were covered: timing, development, and integration of information. Small-group exercises demonstrated the importance of focusing and condensing routine data into information tailored to the individual's institutional environment and constituents, obviating the need for elaborate computerized approaches. Participants who already produce fact books were asked to bring several copies to the workshop to share with newcomers to the field.

3/4N TABLE TOPICS (informal topical discussions)

The table topic discussions provided an early opportunity to identify and interact informally with colleagues interested in specific current issues. Knowledgeable persons were asked to facilitate informal discussion, but no formal presentations were made. Participants were free to move in and out of the groups.

Tables were numbered as follows:

1. **DEALING WITH POLITICAL ENTITIES EXTERNAL TO THE UNIVERSITY**
   ROBERT A. WALLHAUS (facilitator), Deputy Director, Academic and Health Affairs, Illinois Board of Higher Education
   JOSEPH J. SZUTZ (co-facilitator), Director of Research, Texas College and University System

Discussion focused on areas in which colleges and universities deal with "political entities" (i.e., state coordinating boards, legislatures, bureaus of the budget) external to the institution. Issues related to the appropriations process, policy/legislation development, accountability and information requirements, resource sharing, and program approval and review were covered. Differences among states and other countries were shared by the participants.

2. **MATHEMATICAL APPLICATIONS IN INSTITUTIONAL RESEARCH**
   F. CRAIG JOHNSON (facilitator), Professor of Education, Florida State University

The discussion centered around the qualitative mathematical applications in institutional research. There were opinions expressed about the analysis an institutional researcher needs to do prior to the presentation of the results and the actual analysis used to make results meaningful and useful for decision makers. Qualitative mathematical applications offer promise for both.

3. **STRATEGIC PLANNING**

NORMAN P UHL (facilitator), Professor of Educational Psychology, Mount St. Vincent University

ANNE-MARIE MacKINNON (co-facilitator), Executive Assistant, Association of Atlantic Universities

Different aspects of strategic planning and its relationship to institutional research were discussed. In addition to its definition and worth, the discussion included such specifics as the assessment of the internal and external environments, the provision of timely information in a format useful for planning, and the degree to which an institutional research office should be involved in the planning process.

4. **APPLICATIONS OF HIGH TECHNOLOGY FOR DECISION MAKING**

LARRY N. CRAFT (facilitator), Director of Administrative Services, Systems and Computer Technology Corporation

The discussion was essentially person-to-person, with topics introduced ad hoc. These included the student services process analysis, organization/responsibility, and accountability.

5. **INSTITUTIONAL IMPACT OF STUDENT TUITION LEVELS**

DAVID R. WITMER (facilitator), Assistant Chancellor, University of Wisconsin-LaCrosse

The group of 8–10 people discussed topics which included (a) the effects of tuition and student financial aids on enrollment, (b) strategies for dealing with governing boards and legislatures in promoting movement toward tuition differentiated by major program of study, and (c) whether tuition should be related to age (e.g., whether older students should pay a larger share of the cost to reflect the decline in the period during which returns on social investment will be realized).

6. **ADMINISTRATIVE BURNOUT**

JOSEPH T. SUTTON (facilitator), Executive Director, Alabama Commission on Higher Education

C. STUART DUBE II (co-facilitator), Assistant to the President for Planning and Evaluation, State University of New York College at Brockport

Discussion centered on institutional environmental stress and on subsequent adaptive and maladaptive responses to this stress on the part of administrators. The consensus was that stress is increasing and that some traditional responses are limited (e.g., mobility, both intra- and inter-institutional).

7. **THE SHORT-RANGE IMPACT OF ACADEMIC CALENDAR CHANGES**

WAYNE N. BOTTOMLEY (facilitator), Coordinator of Institutional Research, Embry-Riddle Aeronautical University

Because few individuals are directly concerned with this topic, the most frequent reaction to it was a bemused, "Oh?" However, there was some interest from Californians whose state system will soon go through the same calendar change recently made in Florida. These participants were particularly interested in discussing predictions and assumptions.

8. **WHERE ARE YOU HEADED AS A PROFESSIONAL?**

JOE L. SAUPE (facilitator), University Director of Institutional Research, University of Missouri

MELODIE CHRISTAL (co-facilitator), Staff Associate, National Center for Higher Education Management Systems (NCHEMS)

Professionals in institutional research can pursue a variety of careers in either the private sector or in the field of higher education. Alternative career choices were discussed, along with suggestions on ways to achieve career goals.

9. **ENCOURAGING RESEARCH FOR STATE NEEDS**

BRUCE D. MITCHELL (facilitator), Academic Support Coordinator, State University System of Florida

EDWARD H. LYELL (co-facilitator), Professor, Departments of Management and Marketing, Metropolitan State College

10. **RETRENCHMENT: CREATIVE ALTERNATIVES**
WILLIAM A. SIMPSON (facilitator), Associate Professor, Michigan State University
LAURA E. SAUNDERS (co-facilitator), Director of Planning and Capital Budget. University of Washington

11. **BASIC SKILLS ISSUES**
JEANINNE N. WEBB (facilitator), Director, Office of Instructional Resources, University of Florida
SUE M. LEGG (co-facilitator), Associate Director, Office of Instructional Resources, University of Florida

12. **(CANCELLED)**

13. **INSTITUTIONAL RESEARCH IN THE INTERNAL POLITICAL ARENA**
ROBERT L. GELL (facilitator), President, Cecil Community College
GERLINDA S. MELCHIORI (co-facilitator), Coordinator of Academic Affairs, University of Michigan

The discussion centered around the politics of priority setting in various types of institution, including strong faculty governance, strong boards of trustees, and strong state control. Participants described their experiences in the various situations and explored the role that institutional research could and should play in each circumstance.

14. **PERFORMANCE EVALUATION**
ELDON E. PARK (facilitator), Associate Program Director, GRE, Educational Testing Service
JOHN LOSAK (co-facilitator), Dean of Institutional Research, Miami-Dade Community College

15. **POLICY ANALYSIS**
S. V. MARTORANA (facilitator), Professor of Higher Education/Research Associate, Pennsylvania State University
DOROTHY M. KNOELL (co-facilitator), Higher Education Specialist, California Postsecondary Education Commission

Policy formulation in the process of planning and coordination of postsecondary education at the state level was discussed. Participants were particularly interested in modes of analysis which would be useful in policy formulation for state-level decision makers. Some interest was expressed in finding ways to assure that actions at this level did not conflict with policy directions established at the institutional or local level.

16. **COMPUTER LITERACY—ADMINISTRATIVE ENLIGHTENMENT**
FLETCHER F. CARTER (facilitator), Director of Institutional Research, Radford University
MADAN CAPOOR (co-facilitator), Director of Institutional Research, Middlesex County College

This session provided an opportunity for interested people to discuss methods of instructing administrators in the state of the art of computer literacy. The facilitators gave a short history of computers and provided examples of means to enhance administrators' knowledge of computers, including workshops, bibliographic summaries, and displays.

17. **NEEDS ASSESSMENT**
ADELBERT J. PURGA (facilitator), Director of Educational Services, Eastern Iowa Community College District

18. **NONTRADITIONAL DELIVERY SYSTEMS**

MARY KATHRYNE BARATTA (facilitator), Director of Institutional Research, Moraine Valley Community College

Various methods of nontraditional delivery of instructional material were discussed, and evaluation of nontraditional courses and/or program(s) was discussed in depth. Concern focused on tracking the progress of a student enrolled in a nontraditional course and retaining the student in college, both within the term and between terms, as well as on motivational factors associated with enrollment in nontraditional courses, characteristics of students who complete nontraditional programs, and evaluation of intervention methods.

19. **ASSESSING QUALITY OF EDUCATION**

DONALD C. LELONG (facilitator), Director, Institute of Higher Education Management
OSCAR T. LENNING (co-facilitator), Academic Dean, Roberts Wesleyan College
EDITH H. CARTER (co-facilitator), Statistician, New River Community College

This discussion covered the following: identification of appropriate educational outcomes, given the institution's mission; assessing the quality of outcomes versus using indirect input indicators such as faculty qualifications and salaries; the importance of using many available but imperfect indicators versus expending many resources on a few heavily weighted indicators; questions of assessing exit performance indicators versus assessing the "educational value added" by the institution; and the relationship between quality education and the "culture" of the institution.

3Q AIR BUDGET BRIEFING

WILLIAM L. TETLOW (resource person), AIR President
HANS H. JENNY (resource person), AIR Treasurer
WILLIAM F. LASHER (resource person), Former Treasurer/Incoming President
Other members of the Executive Committee and the Executive Secretary

AIR members had the opportunity to ask questions about and react to the proposed 1982–83 AIR budget which was to be acted upon at the annual business meeting at 7:30 on Tuesday morning, May 18.

5R PRESIDENTIAL ADDRESS: THE POLITICAL NATURE OF INSTITUTIONAL RESEARCH (general session)

DANIEL R. COLEMAN (chair), 1982 Forum Chair/Director of Institutional Research and Planning, University of Central Florida
HARRISON SHULL (welcoming remarks), Chancellor, University of Colorado-Boulder
WILLIAM L. TETLOW, AIR President/Director of Institutional Analysis and Planning, University of British Columbia

(The text of this address begins on page 33.)

6N FORUM RECEPTION (social event)

WILLIAM L. TETLOW (host), AIR President

The president and members of the Executive and Forum committees of AIR welcomed registrants at this reception on the first evening of the Forum.

7A EUROPEAN ASSOCIATION FOR INSTITUTIONAL RESEARCH

(European AIR) (special interest group)

JOHN R. CALVERT (convener), Senior Lecturer in Management Science, Loughborough University of Technology

This session was an information exchange regarding the '82 (Uppsala) and the '83 Forums of the European AIR. It also provided a chance for members from Europe and adjacent countries to meet.

7C ROCKY MOUNTAIN ASSOCIATION FOR INSTITUTIONAL RESEARCH (RMAIR) (special interest group)

MARK MEREDITH (convener), Director of Institutional Studies, University of Colorado System

Rocky Mountain area institutional researchers—from Alberta, Arizona, Colorado, Idaho, Montana, New Mexico, Nevada, Saskatchewan, Utah, and Wyoming—gathered to discuss (1) plans for the next RMAIR Conference (in Tucson) and (2) topics of interest to the group, including results of a survey on current happenings at Rocky Mountain postsecondary institutions.

7D NORTH EAST ASSOCIATION FOR INSTITUTIONAL RESEARCH (NEAIR) (special interest group)

ROBERT F. GROSE (convener), Director of Institutional Research, Amherst College

Present and former NEAIR members and other interested northeasterners were invited to join the group for coffee, a brief business meeting, conversation, information exchange, and party plans.

7E MISSISSIPPI ASSOCIATION OF INSTITUTIONAL RESEARCHERS (MAIR) (special interest group)

JOYCE H. HICKSON (convener), President MAIR/Research Associate, Mississippi State University

This session featured (1) a short business meeting and (2) a planning session for activities during the coming year.

7F GEORGIA INSTITUTIONAL RESEARCHERS (special interest group)

DAVID M. MORGAN (convener), Staff Director, Governor's Committee on Postsecondary Education

Institutional researchers from Georgia met to discuss concerns and areas of common interest.

7J NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH (NCAIR) (special interest group)

ROBERT M. USSERY (convener), Director of Institutional Research, East Carolina University

This session featured presentations and discussion on topics of interest to North Carolina institutional researchers.

7Z PAST PRESIDENTS (special interest group)

GEORGE BEATTY, Jr. (convener), Immediate Past President of AIR

This was the annual breakfast get-together of past AIR presidents.

8R KEYNOTE ADDRESS: ON QUALITY: THE FEDERAL CONNECTION (general session)

RISDON J. WESTEN (chair), Forum Local Arrangements Chair/Director of Institutional Research, United States Air Force Academy (retired)

DAVID P. GARDNER, President/Professor of Higher Education, University of Utah and Chairman, National Commission on Excellence in Education

(The text of this address begins on page 5.)

8+Z WELCOME FOR SPOUSES AND OTHER NON-REGISTERED GUESTS (social event)

GAIL CORBITT (host), Member, Local Arrangements Committee/Graduate Student, University of Colorado-Boulder

Spouses and other non-registered guests had coffee and rolls with members of the local arrangements committee. The "locals" chatted with the guests and gave them the "inside scoop" ...aces to go, things to do and see while in the Denver area.

9A CONTRIBUTED PAPERS (traditional)

LARRY D. CHASTON (convener), Director of Planning, Southern Utah State College
DONALD C. LELONG (facilitator), Director, Institute of Higher Education Management

9A(1) EFFECTIVE USE OF MODELS IN THE DECISION PROCESS: THEORY GROUNDED IN THREE CASE STUDIES

MARTHA HINMAN, Senior Research Associate, University of Michigan
RUTH E. KALLIO, Research Associate, University of Michigan

This paper examines the technical, social, and procedural phenomena that facilitate the effective utilization of models in decision making. The paper focuses on the theoretical issues associated with (1) selection and fit of the model to the dynamics of the decision setting, (2) the cognitive style and political climate surrounding the decision participants, and (3) the role of the model in the decision process. Theoretical concepts are illustrated by case studies of three applications of a single health science curriculum cost construction model.

HE 015 378

9A(2) LIVING WITH LINEAR MODELS

GERALD W. McLAUGHLIN, Associate Director of Institutional Research, Virginia Polytechnic Institute and State University
RICHARD D. HOWARD, Director of Institutional Research, West Virginia University
MONA ZIRKES, Research Assistant, Institutional Research, Virginia Polytechnic Institute and State University

Many current difficulties in interpretation of linear models are caused by two groups with historically different philosophies who use the same techniques to answer similar problems. One group interprets the relevance of measures based on how they add together, while the other views relevance in terms of associations between variables. This paper reviews the perspectives of these groups using three linear models common in institutional research: multiple regression, discriminant analysis, and factor analysis. Specific examples demonstrated interpretation of results from these techniques along with simple procedures to manipulate basic results to answer typical research questions.

9/10B THE APPLICATION OF THEORIES AND PRACTICES OF THE MARKETING OF SERVICES TO HIGHER EDUCATION (seminar)

JANA B. MATTHEWS (convener), Director, Direct Assistance Program, National Center for Higher Education Management Systems (NCHEMS)
EUGENE H. FRAM (presenter), Professor of Marketing/Director, Center for Management Study, Rochester Institute of Technology
LARRY H. LITTEN (co-presenter), Associate Director, Consortium on Financing Higher Education

The theory and practice of marketing has become increasingly differentiated according to the type of product being marketed. The marketing of services is an area which has received a great deal of recent attention. "Services marketing" deals directly with the types of marketing problems that confront higher education. In this seminar, recent developments in both theory and practice of services marketing were examined in relation to the short- and longer-term problems confronting higher education. Among the topics discussed were the creation and communication of an

appropriate image for a college or university; the planning, implementation, and control of the marketing process; and issues of pricing. Particular attention was given to the market research implications of these issues.

HE 015 403 (Eugene H. Fram, "Maintaining and Enhancing a College or University Image")

9C CONTRIBUTED PAPERS (traditional)

HELEN M. GRADISAR (convener), Director of Institutional Research, Carlow College
RICHARD R. PERRY (facilitator), Associate Vice President for Academic Affairs, University of Toledo

9C(1) ASSESSING THE IMPACT OF DISCONTINUING A PROGRAM

MARYANN STEELE RUDDOCK, Research Associate, Office of Planning and Institutional Research, St. Edward's University

With dire economic predictions facing administrators every day, program discontinuance has become an unwanted reality for many schools. Program discontinuance, however, cannot be merely a financial matter; the university as a whole must be considered. Areas that are affected by discontinuing a program include space and facilities, faculty, students, the institution, finance, public relations, and university goals. The administration has identified five programs as having a higher-than-preferred cost per student credit hour. This paper reports a methodology for studying the impact of discontinuing these programs which is a synthesis of the COPE and SUNY-Buffalo methods.

HE 015 379

9C(2) A METHODOLOGICAL APPROACH TO SELECTIVE CUTBACKS

CHARLES H. BELANGER, Director of Institutional Research, Université de Montréal
LISE TREMBLAY, Research Officer, Office of Institutional Research, Université de Montréal

At times—when budgets must be severely reduced on short notice and when sensible decisions must arise from complex situations—planners have to work out simple but reliable measures of resource allocation and reduction. This paper recognizes the need for applied research in this area and proposes a budget reduction formula that has the advantage of relating financial planning to program evaluation, faculty resources, and activity levels of departmental units. The tool developed is flexible, as it can be manipulated without endangering its basic assumptions to describe best each unit's intrinsic characteristics. Furthermore, its redistributive effects can be readily measured and made to respond to institutional priorities.

9D CONTRIBUTED PAPERS (traditional)

H. McLEAN HOLDERFIELD (convener), Director of Planning and Research, South Carolina Board for Technical and Comprehensive Education
MARK D. JOHNSON (facilitator), Associate Coordinator for Academic Program Services, Washington Council for Postsecondary Education

9D(1) CONDUCTING STATEWIDE STUDENT FOLLOW-UP SURVEYS

GLEN C. FORRESTER, Manager, Educational Planning and Research, British Columbia Research Council
GORDON JONES, Instructor, Vancouver Community College-Langara Campus
JOHN D. DENNISON, Professor of Higher Education, University of British Columbia

The relationship between government agencies at the state level and individual educational institutions is often counterproductive to the initiation, planning, and conduct of statewide follow-up surveys. However, the "participative planning" approach described in this paper has proven to be a successful method of implementing such studies. Two major statewide follow-up surveys recently completed by the authors are used as examples. The paper outlines the process followed, explains why various technical procedures were used, and discusses the difficulties encountered and successes enjoyed.

9D(2) **THE IMPACT OF COMMUNITY COLLEGES ON MICHIGAN AND ITS ECONOMY**

GENE PACKWOOD, Research Associate, Delta College
RICHARD GALANT, Director of Institutional Research, Lansing Community College
DIANE SMOLEN, Director of Institutional Research, Lansing Community College
NANCY A. WOODS, Director of Institutional and Management Studies, Kalamazoo Valley Community College

The study attempted to determine the collective impact that the 29 publicly supported community colleges have on the economy of the state of Michigan, primarily in the areas of meeting regional educational needs and the educational needs of business and industry. The role the community colleges play in diversifying the economy of the state was also included. Existing statewide data sources were analyzed, and the colleges were surveyed for individual institution data. The study resulted in a technical report of the collective statewide data on the community college impact and in a four-page brochure designed for distribution to business persons, chambers of commerce, legislators, and other groups.

9E CONTRIBUTED PAPERS (traditional)

MARSHA K. IVERY (convener), Director of Institutional Studies, University of Texas at Austin
PATRICK T. TERENZINI (facilitator), Director of Institutional Research, State University of New York at Albany

9E(1) **STUDENT PERSISTENCE PATTERNS: A COMPUTERIZED SYSTEM FOR MONITORING ENROLLMENT**

JANE M. VAN DYK, Director of Institutional Research, Eastern Montana College
DIANNE KERSTEIN, Computer Programmer, Eastern Montana College

This paper reviews the design, development, and use of a student-flow model at an urban commuter college. The system allows examination and analysis of student persistence patterns on a regular, timely basis. Persistence reports—by student characteristics such as sex, part-time vs. full-time, ethnic status, major, age, gpa, or a combination of variables—are generated. In addition, students who have withdrawn are identified for follow-up purposes. Reports are given to offices and academic departments who have an interest in a particular group of students. The paper concludes with considerations for tailoring a student-flow model to meet the dimensions of a particular institution.

HE 015 402

9E(2) **DESIGN AND ANALYSIS CONSIDERATIONS FOR LONGITUDINAL RETENTION AND ATTRITION STUDIES**

EDWIN A. RUGG, Associate Director of Institutional Research and Planning, University of Mississippi

Interest among college and university administrators in the improvement of student retention has blossomed recently. Demand for descriptive information on the extent of the attrition problem at individual institutions is such that institutional researchers are finding it necessary to conduct longitudinal retention/attrition studies of recent undergraduate classes. This paper focuses on a series of issues and considerations that institutional researchers are likely to confront either in the process of designing and constructing longitudinal data bases or when planning and conducting longitudinal retention and attrition studies. New directions for studies of student retention and attrition are also suggested.

9F CONTRIBUTED PAPERS (traditional)

JEAN J. ENDO (convener), Researcher, University of Colorado
H. BRUCE HIGLEY (facilitator), Director of Institutional Research and Planning, Brigham Young University

9F(1) A MARKOV CHAIN ANALYSIS OF RETENTION RATES IN HIGHER EDUCATION

GERALD R THRASHER, Jr, Director of Institutional Research, University of Maryland Central Administration

Absorbing Markov chains are used to answer four fundamental questions about retention using limited information: (1) How long is spent at each class level? (2) How long does it take to graduate or to drop out? (3) What proportion of each class level graduates? (4) What is the equilibrium enrollment of each class level? The answers are derived from a small table of retention rates and estimates of new students. Estimates of retention rates are made from individual student data. estimates are also obtained from aggregate data using constrained optimization methods. Comparative results are presented using a variety of published and unpublished data.

9F(2) THE ATTRITION PROBLEM: ONE SOLUTION AT A MAJOR UNIVERSITY

TERRY P. ROARK, Associate Provost, Ohio State University
MICHAEL E. YOUNG, Director, Office of Planning Studies, Ohio State University

This paper defines the attrition problem at Ohio State University (OSU) and follows up with descriptions of the three-pronged effort to begin resolution of the problem. First, the University has established the University Commission on Student Attrition and Retention to examine the attrition situation and recommend solutions. Second, the University has participated in the efforts of the Advisory Commission on Articulation between Secondary Education and Ohio Colleges which defined minimum college-preparatory curricula for high-school students. Finally, a guide for high-school students and their parents has been developed which defines OSU's expectations of entering students in terms of reading and study skills, mathematics, English composition, chemistry, and foreign languages.

9K MEASURING INFLATION IN HIGHER EDUCATION (panel)

RICHARD M. BERRY (moderator). Policy Analyst, National Science Foundation
GEORGE W. BAUGHMAN, Director, Office of Special Projects, Ohio State University
WEBSTER C. CASH, Director of Budget and Planning, Atlanta University Center, Inc.

A National Science Foundation (NSF) contract awarded to Ohio State University has produced a computerized system for generating an academic research price index termed the University Price Index Calculation System (UPICS). The major objective is to determine the feasibility of developing an improved price index for the full cost (i.e., direct and indirect costs) of academic R&D. A composite price index for academic research was calculated based on the records of three universities (University of California-Berkeley, Ohio State, and Stanford). This session focused on the results of the projects and their applicability to institutional research.

9L THE SUPPORTING ROLE OF THE INSTITUTIONAL RESEARCHER IN LITIGATION (seminar)

JOHN A. MUFFO (convener), Director of Institutional Research, Cleveland State University
BERNARD YANCEY (presenter), Research Associate, University of Texas at Austin
JAMES J. PARRY (co-presenter), Director, Personnel Programs and Labor Relations, State University System of Florida

There is growing interest among institutional researchers concerning demands that may be placed on them in supporting their institutions in litigation. This seminar focused on some of the concepts and procedures involved in litigation and on existing literature and approaches that have developed in other areas (e.g., private industry). A brief overview of relevant legal issues included the definitions of discrimination and class, discussions of potential liability and preventive measures (from a personnel standpoint) that can be taken, and discussion of the importance of the attorney-researcher relationship in clarifying issues and translating them into testable hypotheses. Some technical aspects were also addressed: identifying appropriate statistical analysis techniques, preparing data in response to interrogatories, giving depositions, and interacting with expert witnesses. Methods for presenting technical results to a nontechnical audience were stressed.

10A CONTRIBUTED PAPERS (traditional)

ROBERT I LEWIS (convener), Director of Management Systems and Planning, University of Arkansas-Little Rock

R. SUE MIMS (facilitator), Director, Office of Academic Planning and Analysis, University of Michigan

10A(1) THE LANGUAGE OF QUALITATIVE ISSUES

JULIA M. DUCKWALL. Graduate Student, Florida State University

F. CRAIG JOHNSON, Professor of Education, Florida State University

The problem treated in this paper is the communication of research findings among institutional researchers. The central proposition is that qualitative language in general, and catastrophe theory in particular, offers the best hope for formal communication. The method used is a presentation of data from studies which were designed to identify qualitative features and to direct the results to generalizations about economy of scale, information processing, and decision making under stress. The results show how institutional research studies can be designed to bring findings to bear on political and social issues using a formal qualitative language.

HE 015 380

10A(2) STRATEGIC CHOICE IN HIGHER EDUCATION

ROBERT G. ARNS, Vice President for Academic Affairs, University of Vermont

The current turbulence of higher education has kindled interest in strategic planning processes. Colleges and universities bring a special set of characteristics to the strategic planning task, including a lack of congruence between organizational structure and program structure, intersecting administrative and governance processes, and a history of weak interactions with their external environments. These characteristics have consequences for the strategy formulation process and delimit strategic choice. A framework for describing the nature and exercise of strategic choice in higher educational institutions is presented. Implications for institutional research and for the design of management of information and decision support systems are derived.

10C CONTRIBUTED PAPERS (traditional)

EDWIN R. SMITH (convener), Assistant Vice President for Administration, West Virginia University

JONATHAN D. FIFE (facilitator), Director, ERIC Clearinghouse on Higher Education

10C(1) WHAT ROLE, IF ANY, SHOULD THE FEDERAL GOVERNMENT PLAY IN PROVIDING SUPPORT TO INSTITUTIONS WHOSE STRESS PROBLEMS THREATEN THEIR SURVIVAL

ROBERTA D. BROWN, Vice President for Planning, Arkansas College

The decade of the eighties will pose special challenges to postsecondary education. Declining enrollments, inflationary cost spirals, and lack of public confidence in education forebode trouble for many institutions. Public policy decisions may, in fact, be the determinant of the survival or demise of certain types of institutions. Should the rate of closure of institutions accelerate during this decade, as forecasts indicate, cries for direct federal intervention will be likely to arise. If program cut-backs affect students from particular regions, economic backgrounds, or ethnic backgrounds unequally because of the uneven distribution of types of students among types of institutions, then federal interest in providing access and choice will be aroused.

HE 015 381

10C(2) WHERE WILL THE FINANCIAL AID AX FALL? AN EMPIRICAL MODEL OF THE IMPACT

JAMES. E PRATHER, Senior Research Associate, Georgia State University
JOSEPH S. STURGEON, Administrative Specialist, Georgia State University
JAMES E. GREENE, Jr., Registrar, Georgia State University

The impact of changes and probable decreases in financial aid is of paramount interest to colleges and universities. Using multivariate techniques, this paper compares students who receive aid with those who do not. A predictive model that quantifies this distinction is developed. The model attempts to identify whether students on financial aid will continue or withdraw in response to a change in levels of aid.

10D CONTRIBUTED PAPERS (traditional)

ANN CLINTON SEWELL (convener), Director of Institutional Research, Texas Christian University
J. LLOYD SUTTLE (facilitator), Director of Institutional Research, Yale University

10D(1) STRATEGIC ASSESSMENT AND PLANNING IN ACADEMIC ADMINISTRATION

DUANE WINDSOR, Assistant Dean/Assistant Professor of Administrative Science, Jones Graduate School of Administration, Rice University
FRANCIS D. TUGGLE, Dean/Jesse H. Jones Professor of Management, Jones Graduate School of Administration, Rice University

This paper suggests that a principal tool of vital importance to academic administrators is a management procedure called strategic assessment and planning, a procedure most advanced in business schools. A strategic assessment is an evaluation of the internal state and external environment of an academic program as a basis for long-range planning. The objective is to facilitate strategic planning for oganizational design. As a concrete illustration, the paper focuses on the critical processes of image formation, curriculum design, and faculty management among business schools. A simple model for strategic assessment is outlined, followed by a recent example concerning the Harvard Business School.

10D(2) MAP OF THE FIELD: HIGHER EDUCATION RESEARCH AT THE STATE LEVEL

PATRICIA H. CROSSON, Assistant Professor, Higher Education Program/Director, Institute for Higher Education, University of Pittsburgh
CHARLES S. ADAMS, Director, Inquiry Program, University of Massachusetts

The purpose of the paper is to contribute to our knowledge of state higher education policy by providing a "map of the field." The map reviews theoretical and conceptual frameworks and approaches to analysis as well as research designs and methodologies that have been used in the study of the relationships between state governments and institutions of higher education and of state policy structures and processes. It also reviews theories, approaches, and methods from the fields of political science, sociology, public administration, and management which have been applied to complex policy structures and arenas and assesses their potential applications to the area of state higher education policy. The paper should contribute to future theoretical development in the area and indirectly to policy formation for higher education.

HE 015 382

10E CONTRIBUTED PAPERS (traditional)

JEANINNE WEBB (convener), Director, Office of Instructional Resources, University of Florida

RICHARD B. HEYDINGER (facilitator), Assistant to the Vice President for Academic Affairs, University of Minnesota

10E(1) STRUCTURING THE PERCEIVED OUTCOMES OF HIGHER EDUCATION

MICHAEL J. VALIGA, Program Associate, American College Testing Program (ACT)

In recent years, colleges have frequently been called on to explore and document the outcomes of their educational programs. Numerous attempts have been made to structure college outcomes, but relatively limited data have been presented to support these outcome models. This paper presents data related to the perceived benefits of college as reported by alumni from a variety of postsecondary institutions across the United States. Data for the study were collected during 1980 and 1981 using the ACT Alumni Survey instrument. The observed factor structure is compared and contrasted with the outcome structures suggested in several college outcomes models. The approach utilized is suggested as a method which may be employed by researchers at individual institutions.

HE 015 383

10E(2) SUSTAINING INSTITUTIONAL VITALITY AND FINANCIAL STRENGTH THROUGH PORTFOLIO ANALYSIS

JOSEPH E. GILMOUR, Jr., Associate Director for Academic Affairs, Washington Council of State College and University Presidents

LARRY H. LITTEN, Associate Director, Consortium on Financing Higher Education

Portfolio Analysis, a strategic market analysis and planning technique which has been developed for diversified corporations, is examined for its applications to the analysis of two sets of resources (portfolios) of colleges and universities—their programs and their student bodies. The necessary adaptations and extensions of this technique when transferred from business to higher education are discussed. Frameworks for analyzing balance in both portfolios are explored, along with examination of the relationships between the portfolios and between each portfolio and the institutional goals of educational vitality and financial strength.

10F CONTRIBUTED PAPERS (traditional)

PAUL E. KUNKEL (convener), Director of Research and Planning, Parkland College

MARJORIE K. RAAB (facilitator), Associate Dean of Instruction, Nassau Community College

10F(1) SUSTAINING COMPENSATORY PROGRAMS IN HIGHER EDUCATION: A FRAMEWORK FOR PROGRAM DESCRIPTION AND EVALUATION

MARGARET C. REAP, Director of Educational Development and Institutional Research, North Harris County College

HELEN C. COVINGTON, Director of Developmental Studies, North Harris County College

Legitimate questions concerning the success of compensatory programs have been raised and will continue to grow in volume as the education budget for the 1980s becomes a battleground. This paper addresses the problem of describing and evaluating a compensatory program; a framework that draws from ordinary institutional in-house data is suggested. Specifically, the framework includes these topics: need for a compensatory program, characteristics of remedial and nonremedial students, success of remedial courses compared to nonremedial students, mainstreaming, predictive instruments, and student satisfaction. The institution used for study was a rapidly growing community college in the suburbs of a southwestern metropolitan area.

10F(2) OPTIMIZING THE EARLY IDENTIFICATION OF THE POTENTIAL DROPOUT: USE OF DYNAMIC PREDICTORS, DIFFERENTIATED CRITERION GROUPS, AND ALTERNATIVE DISCRIMINANT FUNCTION METHODOLOGY

NORMAN EAGLE, Director of Institutional Research, Bronx Community College
(Presented by MARJORIE K. RAAB, Associate Dean of Instruction, Nassau Community College)

This study derived from an attempt by a college administration to identify, by the middle of the first semester, entering freshmen showing high probabilities of not returning to the college for the second semester. The objective was to find the best combination of (three) criterion drop-out category groupings, (twenty-four) demographic and personality dynamic predictors, and (five) discriminant function analyses which would yield the highest porportion of agreement with a sample of *known* dropouts and returnees. It is felt that different colleges will find different combinations to be optimum.

10K LITIGATION IN HIGHER EDUCATION: THE INSTITUTIONAL RESEARCHER'S ROLE (panel)

STEPHEN R. HAMPLE (moderator), Director of Institutional Research, Montana State University
FRANK A. SCHMIDTLEIN, Assistant to the Chancellor, University of Maryland-College Park
LOIS E. TORRENCE, Director of Institutional Research, University of Connecticut
BERNARD YANCEY, Research Associate, University of Texas at Austin
WILLIAM H. ROSENTHAL, Associate Professor, Michigan State University
JOHN P. HALLOWAY, Executive Assistant to the Chancellor, University of Colorado

Litigation in higher education is on the rise. As more disputes are decided in court, institutional researchers are increasingly likely to be called upon to provide data or serve as expert witnesses. This panel shared actual experiences and offered suggestions for resolving problems before they become serious and for responding to lawsuits. Questions were taken from the floor.

10L EXPLORING POTENTIAL AREAS OF COOPERATION WITH OTHER PROFESSIONAL ORGANIZATIONS (symposium)

ROBERT H. FENSKE (moderator), Professor of Higher Education, Arizona State University
DENISE STRENGLEIN (discussant/SCUP), Data Base Coordinator, University of South Florida
ERNEST T. PASCARELLA (discussant/AERA-J), Associate Professor, University of Illinois-Chicago Circle
MARVIN W. PETERSON (discussant/ASHE), Director/Professor, Center for the Study of Higher Education, University of Michigan
CHARLES H. BELANGER (discussant/CSSHE), Director of Institutional Research, Université de Montréal
MARILYN McCOY (discussant/CAUSE), Director of Planning and Policy Development, University of Colorado System
PAUL JEDAMUS (discussant/AIR), Professor of Management Science, University of Colorado

Many AIR members also hold membership in other professional organizations with similar orientations toward research in higher education. In this session, long-term AIR members who are also members of other organizations discussed possible advantages to AIR of expanded cooperation with such groups. Present cooperative activities were reviewed, and other possible areas of cooperation were discussed.

11A USERS OF (AND THOSE INTERESTED IN) THE ACT EVALUATION/SURVEY SERVICE (special interest group)

MICHAEL J. VALIGA (convener), Program Associate, American College Testing Program (ACT)

The American College Testing Program (ACT) invited all interested AIR members to participate in a discussion of the instruments and related services of the ACT Evaluation/Survey Service (ESS). The ESS has been designed to provide secondary and postsecondary institutions with a variety of specific-purpose survey instruments dealing with such topics as student attrition and retention, postsecondary marketing, alumni follow-up, and adult-learner needs assessment. The purpose of this session was threefold: (1) to discuss uses that have been made of the ESS instruments, (2) to introduce new survey instruments developed during 1981–82, and (3) to obtain suggestions and comments regarding the future directions of the service. An open discussion of the survey needs of institutional research offices followed.

11B COMMUNITY COLLEGES (special interest group)

RUSSELL C. COLLMER (convener), Director of Institutional Research, Pima County Community College District

During this session, a panel of four institutional research directors discussed their approaches and illustrative successes in publicizing their research findings in ways such as paper presentations at the AIR Forum. Processes and techniques were emphasizeo, and benefits to the institutional research profession as well as to the individual institution were described. A period for questions and discussion followed the panel presentations. The session was open to all Forum attendees.

11C INSTITUTIONAL RESEARCHERS AND THE COURTS (special interest group)

STEPHEN R. HAMPLE (convener), Director of Institutional Research, Montana State University

Following two sessions on legal issues, this SIG get-together took place over lunch, where participants had the opportunity to continue their discussion.

11D MARKETING AND MARKETING RESEARCH (special interest group)

JOSEPH E. GILMOUR, Jr. (convener), Associate Director for Academic Affairs, Washington Council of State College and University Presidents

This session involved the review of research done by SIG members over the past year and discussion of the possibility of establishing a computer telenetwork for active marketing researchers in higher education.

12A AUTHOR'S ROUNDTABLE (contributed paper)

PAUL J. GUTHRIE (convener), Institutional Systems Specialist, Chemeketa Community College

THE EVOLUTION OF UTILITARIAN PME PROCESS

JAMES A. HENDERSON, Jr., Director of Planning and Research, Midlands Technical College

Conceptualization, development, and initiation of a comprehensive planning, management, and evaluation process in use at a two-year college are summarized. Emphasis is on (a) political factors influencing how to/how not to develop such a process and (b) the types of up-front data required to make possible a functional PME process which provides information required for decision making. The process utilized is an extensive adaptation of the Furman Model (Winstead/Green) to accommodate the particular needs/circumstances of the two-year institution Information needed to make the process viable emerged from surveys of community attitudes and needs and from student and institutional studies.

12B AUTHOR'S ROUNDTABLE (contributed paper)

CHARLES W McCOLLESTER (convener), Coordinator of Analytical Studies, University of Notre Dame

GOAL DEFINITION, THE HUMAN OBSERVER, AND MAGNITUDE ESTIMATION SCALING AS MEANS OF ASSESSING QUALITATIVE OUTCOMES

S. V. MARTORANA, Professor of Higher Education/Research Associate, Pennsylvania State University

EILEEN P. KUHNS, Coordinator, Administration Programs, Catholic University of America

Building on premises that assessment of qualitative outcomes of postsecondary education is (a) possible and indeed essential, (b) inextricably and fundamentally related to organizational goals setting the value framework for evaluation of quality, and (c) foundering for lack of a generally accepted approach and measurement technique for assessing quality, the authors present a new model. It uses the concept of *goal hiatus* (gap between goal aspiration and achievement), levels of goal aspiration and achievement perceived by key participant observers representing different constituencies, and the measurement technique of magnitude estimation scaling. Field experience draws on various postsecondary educational settings.

12E AUTHOR'S ROUNDTABLE (contributed paper)

GERALD H. LUNNEY (convener), Associate Director/Director of Research, Council of Independent Kentucky Colleges and Universities

SMALL MANAGEMENT INFORMATION SYSTEMS FOR SMALL INSTITUTIONS

JOHN R. CALVERT, Senior Lecturer in Management Science, Loughborough University of Technology

DEREK W. BIRCH, Deputy Director, Further Education Staff College

DUDLEY GIBSON, Assistant Director, Dorset Institute of Higher Education

A multi-institutional research team has set out to develop a microcomputer-based management information system for colleges involved in post-compulsory education who do not have access to mini- or mainframe computers. The project, funded by the United Kingdom (UK) Department of Education and Science, originally set out to develop one system for all UK colleges, but the emphasis was changed to pursue three activities: (1) to test and implement a stand-alone microcomputer-based system in a range of differing institutions; (2) to bring together in a user group those institutions with minicomputer-driven administrative terminal systems; and (3) to assess a batch-processing system developed by one polytechnic for promotion as an off-the-peg system for those institutions with large mainframe computers.

12F AUTHOR'S ROUNDTABLE (contributed paper)

PHYLLIS A. SHOLTYS (convener), Director, Planning and Research Department, Canisius College

COMPUTER ANALYSIS OF A FACULTY INFORMATION SYSTEM

NANCY S. FREEMAN, Assistant Director for Institutional Research, University of Detroit

The development and implementation of a faculty information system are described. Eighteen data categories were designed to provide information for a variety of reporting requirements including the HEGIS Faculty Salary, Tenure, and Fringe Benefits Form. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data. The data code scheme, SPSS program, and form are included in the report to facilitate use by other researchers. The system can easily be modified to fit specific parameters. Timely and accurate data reporting using minimal resources is a parameter of this system.

HE 015 384

12H AUTHOR'S ROUNDTABLE (contributed paper)

DEBORAH J. TEETER (convener), Director of Institutional Research and Planning, University of Kansas

NCES GETS ITS DATA TOGETHER: A PROJECT TO CREATE LONGITUDINAL FILES OF HEGIS DATA

DENNIS P. JONES, Associate Director, National Center for Higher Education Management Systems (NCHEMS)
JEANNE HURLEY, Staff Associate, National Center for Higher Education Management Systems (NCHEMS)
PAUL BRINKMAN, Senior Associate, National Center for Higher Education Management Systems (NCHEMS)

For the first time, data collected through all the major surveys of HEGIS have been assembled in longitudinal files (dating back to 1971–72), organized in order to ease cross-file applications, and documented with a broad range of end users in mind. This paper describes the nature of this major new data resource, discusses its strengths and limitations, and illustrates some of the potentials of comparative, longitudinal analysis.

12K AUTHOR'S ROUNDTABLE (contributed paper)

GAYLE C. JONES (convener), Institutional Research Assistant, Wichita State University

THE RELATIONSHIP OF DOCUMENTED LIBRARY USE TO ACADEMIC ACHIEVEMENT, PROGRAM OF STUDY, AND PROGRESS TOWARDS A DEGREE

RALPH E. RUSSELL, University Librarian, Georgia State University
JOSEPH S. STURGEON, Administrative Specialist, Georgia State University
JAMES E. GREENE, Jr., Registrar, Georgia State University
JAMES E. PRATHER, Senior Research Associate, Georgia State University

Libraries of postsecondary institutions are particularly vulnerable to the effects of inflation during a period of static or decreasing budgets. As resources become more restricted, libraries are motivated to identify more carefully the scholarship requirements of their clientele as well as to account for the utility value of the library resources. This paper reviews the relationship between student library use and selected academic and demographic characteristics, including fields of study, academic achievement, and persistence towards a degree, examining the differences between those students who check out materials frequently and those who seldom, if ever, check out materials.

HE 015 404

12L AUTHOR'S ROUNDTABLE (contributed paper)

RUSSELL C. COLLMER (convener), Director of Institutional Research, Pima County Community College District

EVALUATION OF THE IMPACT OF MEDIA MARKETING STRATEGIES ON CONTINUING EDUCATION ENROLLMENTS

JILL F. CAMPBELL, Analytical Studies Assistant, State University of New York College at Brockport
LOUIS M. SPIRO, Director of Analytic Studies, State University of New York College at Brockport

In order to attract nontraditional students, the State University of New York College at Brockport (SUNY-CB) has taken a media marketing approach, one aspect being directed toward enrollment in the continuing education component. To determine advertising impact, an evaluation was undertaken utilizing advertising records of SUNY-CB and other area colleges and a telephone questionnaire instrument. A stratified, random county-wide sample, in addition to the college's continuing education students, was surveyed. From this study, it is expected that it will be possible to determine the differential impact of media types and the media impact on the college's new and returning continuing education students as well as on the general population

sample. This study should allow recommendations for cost reduction by indicating target areas and appropriate media types to achieve increased enrollment yield. Also, decisions can be made as to how to incorporate this evaluation process as a feedback loop into the planning process for future advertising.

HE 015 385

12M AUTHOR'S ROUNDTABLE (contributed paper)

SUE M. LEGG (convener), Associate Director, Office of Instructional Resources, University of Florida

COLLEGE ATTENDANCE AND INSTITUTIONAL CHOICE: RESULTS FROM THE KENTUCKY LONGITUDINAL STUDY

RANDALL W. DAHL, Associate Director for Policy Studies, Kentucky Council on Higher Education

This paper focuses on the implementation of educational plans and specific institutional choices of May 1980 graduates of Kentucky high schools. The relationships between these choices and a wide variety of personal background characteristics, high school experiences, and future plans are analyzed to identify important influences on the educational choices actually made by the graduates and to examine differences between graduates who follow through on their post-high school educational plans and those graduates who change their enrollment or institutional choice plans. The analyses include both education-bound and non-education-bound graduates as well as a special sample of "high ability" graduates.

HE 015 386

12N AUTHOR'S ROUNDTABLE (contributed paper)

WENDELL G LORANG (convener), Associate for Institutional Research, State University of New York at Albany

A METHOD OF INCORPORATING FIXED AND VARIABLE COSTING CONCEPTS IN STUDENT-BASED MODELS FOR STATE FUNDING OF HIGHER EDUCATION

GEORGE W. BAUGHMAN, Director, Office of Special Projects, Ohio State University
MICHAEL E. YOUNG, Director, Office of Planning Studies, Ohio State University

This paper presents a method for adjusting student-level-based subsidy models to reflect fixed and variable costs as developed by the Ohio Board of Regents. Four principles of finance apply to the exercise of constructing fixed/variable cost models for st... subsidy: (1) expenditures are fact: costs are opinions; (2) all costs are variable in the long run, f...d in the short run, and sticky in between; (3) in budget models, it is far better to be roughly ... now than precisely wrong later; and (4) all complex financial problems can be solved by bre...g them down into the right small problems, solving those, and then using artistry to weave ... b...k together.

12P AUTHOR'S ROUNDTABLE (contributed paper)

ROJEAN STARKE (convener), Project Coordinator, Coordin... Board, Texas College and University System

POSTSECONDARY PLANS OF HIGH SCHOOL SENIORS ... 1972 ... ND 19...: IMPLICATIONS FOR STUDENT QUALITY

KENNETH G. BROWN, Senior Analyst, Universi... of Arizona

Comparative data from two national surveys—the National Longitu...na Surv...y ...f the High School Class of 1972 and High School and Beyond—indica... that the t...es of inst...tions high school seniors plan to attend have changed for both black and white stude... ... the period 1972 to 1980. A log-linear model was used to test for interaction among t...e variables aptitude institution planned, and survey. Results indicate there were fewer students in 19... planning to attend vocational schools and more planning to attend four-year schools than in 197..., especially in the lower aptitude categories. The aptitude of blacks planning postsecondary education seems to have increased over the period.

HE 015 419

13A AUTHOR'S ROUNDTABLE (contributed paper)

MARC BRIAN FRIGAULT (convener), Institutional Research Officer, Concordia University

PLANNING AND EVALUATION IN STUDENT SERVICES: THE DESIGN AND IMPLEMENTATION OF NEW INFORMATION SYSTEMS AT THE UNIVERSITY OF MINNESOTA

RONALD P. MATROSS, Acting Director of Data and Reporting Services, University of Minnesota
TIMOTHY J. DELMONT, Assistant Chief Analyst, Management Planning and Information Services, University of Minnesota

The evaluation of student services functions at major universities presents a number of conceptual and practical problems. Student services are diverse, and their outcomes and quality are difficult to measure. Hence the evaluation of these functions often has lagged behind reviews of academic units. Increasing demands from state authorities and institutional officers for program evaluation (e.g., volume, cost, and effectiveness data) now require that student services units develop new and more complete planning information systems. In this paper, the authors analyze the design and recent implementation of one such comprehensive planning information system in the University of Minnesota's Office of Student Affairs.

13B AUTHOR'S ROUNDTABLE (contributed paper)

PETER E. HANEY (convener), Institutional Research Officer, University of Lethbridge

FOR BETTER PLANNING BY DEPARTMENT CHAIRMEN: NEW TOOLS FOR NEW CHALLENGES

LOYD D. ANDREW, Associate Professor of Higher Education, Virginia Polytechnic Institute and State University
TRACY CALLIS, Instructor, Virginia Western Community College

Planning and controlling higher education resources and market as well as the scheduling of courses for part-time nontraditional graduate and undergraduate students is becoming increasingly complex. There has been considerable progress in planning higher education at the institutional and state levels; however, little investment has been made in the adaptation of operation research techniques and the power of computer-driven management information systems available for decision making at the department level. This report describes the linear programming/algorithmic simulation model designed to maximize productivity within conditions and objectives set by department chairpersons, students, and faculty.

13C AUTHOR'S ROUNDTABLE (contributed paper)

SELF-RATINGS OF COMMUNITY COLLEGE INSTRUCTORS COMPARED WITH ADMINISTRATIVE SUPERVISORY RATINGS

MARGARET H. ARTER, Dean of Instruction, Palo Verde College

A study was undertaken at Palo Verde College, a two-year community college located in the rural California desert, to evaluate faculty through a comparison of the perceptions of an observer, an administrative supervisor, and the faculty member him- or herself. Perceptions were recorded in a five-item semantic scale at the close of the semester and observation period, and the results of the perceptions of the observer and the instructor were compared. The relationship between the two sets of ratings was studied by correlating responses in each of the five summary areas on the rating scale, and the correlations indicated a negative relationship in two areas. Overall responses indicated a lack of agreement. It was concluded that there was a limited relationship between the way an instructor views him- or herself in the classroom and laboratory and the way in which an administrative observer views the instructor. As the sample was small, it was recommended that the study be replicated with a larger population drawn from several institutions.

13D AUTHOR'S ROUNDTABLE (contributed paper)

MARILYN K. BROWN (convener), Director of Institutional Studies, University of Maryland-College Park

ATTRITION ANALYSIS THROUGH LONGITUDINAL STUDENT TRACKING: A CASE STUDY

MICHAEL E. YOUNG, Director, Office of Planning Studies, Ohio State University
RONALD C. ROSBOTTOM, Chairman, Department of Romance Languages, Ohio State University

The paper describes the methodology and results of the research supporting Ohio State University's Commission on Student Attrition and Retention and shares the results of the nationwide comparative analysis of attrition, retention, and graduation rates among major research universities. Pitfalls of interinstitutional comparisons of attrition, retention, and graduation rates are also highlighted, and recommendations for data standardization to facilitate the comparison process are made. The paper concludes with recommendations regarding implementation strategies and cost estimates.

13E AUTHOR'S ROUNDTABLE (contributed paper)

ANTONIO J. OLAIZOLA (convener), Professor of Education, Universidad Céntral de Venezuela

AVAILABILITY AND ACCESSIBILITY OF INSTITUTIONAL RESEARCH DATA: AN INTERNATIONAL PERSPECTIVE

F. CRAIG JOHNSON, Professor of Education, Florida State University
GUILLERMO G. HERNANDEZ, Graduate Student, Florida State University

Institutional researchers are becoming aware of what they can learn from and contribute to the international development of institutional research. Presently, there is no information available on the readiness of institutions in many countries to do institutional research. This study had as its purpose the development and testing of an instrument which could be used to assess such readiness. A questionnaire was designed, pilot tested, and sent to researchers in countries all over the world. Three potential benefits of this study—as it relates to the development of institutional research internationally—are (1) the identification of comparative trends in institutional research development, (2) the compilation of information regarding the need for consultants, and (3) the accumulation of data for cross-cultural studies.

13F AUTHOR'S ROUNDTABLE (contributed paper)

JOHN S. WASILESKI (convener), Director of Institutional Research, Pepperdine University

GRADUATE EMPLOYMENT AND THE UNIVERSITY: AN ONTARIO PERSPECTIVE

ROBERT C. HUGHES, Analyst, Office of Institutional Analysis, McMaster University
WILFRED A. WARD, Manager, Office of Institutional Analysis, McMaster University

Graduate employment has become an increasingly important issue for universities in the 1980s as the relevance of a university education to the demands of the work world is being questioned by many segments of society. This paper provides a follow-up examination of McMaster's 1980 graduates and their experiences after leaving the university environment. The paper examines the factors that provided the impetus for this project at both the provincial and university levels. The results are discussed and their implications and utility for university decision makers explored.

13G AUTHOR'S ROUNDTABLE (contributed paper)

NORMAN P. UHL (convener), Professor of Educational Psychology, Mount St. Vincent University

AN INTRODUCTION TO THE USE OF A POLYTOPE MODEL TO MAKE AN INPUT/OUTPUT ANALYSIS OF ANY SYSTEM OF EDUCATION UNITS

WILLIAM A. SIMPSON, Associate Professor, Michigan State University

The purpose of this paper is to expose the audience to a relatively obscure but promising modeling technique that has been developed in the last decade to handle complex input/output analyses where the outputs involve joint products and there are no mathematical relationships linking the outputs or inputs. This technique uses the geometrical concept of a polytope to analyze the effectiveness of each constituent unit—department or university—within a higher education system. The model is explained by use of a simple example in two dimensions. Computer algorithms have been developed to handle the more realistic cases using higher dimensional polytopes. References to more detailed expositions, accounts of actual applications, and existing computer programs are given.

13H AUTHOR'S ROUNDTABLE (contributed paper)

BARRY KAUFMAN (convener), University Associate Dean for Institutional Research, City University of New York System

MONITORING THE FUTURE FOR HIGHER EDUCATION: THE USEFULNESS OF PUBLIC OPINION DATA

MARY A. GOLLADAY, Chief, Issues Analysis Section, National Center for Education Statistics (NCES)
ROLF M. WULFSBERG, Chief Statistician, Chilton Research Services

Public opinion offers an important yet relatively untapped source of information for measuring the climate for higher education. This paper assesses the availability of public opinion data relating to education and its usefulness to the institutional researcher. Opinions of the general public, of students, and of educators are examined in relation to demographic, economic, and social trends to test the strength of public opinion as a contributing factor in higher education participation and support.

13J AUTHOR'S ROUNDTABLE (contributed paper)

JIMMIE R. NAUGHER (convener), Assistant Director, Analytical Studies, North Texas State University

BRINGING CLASSROOM UTILIZATION REPORTING UP TO DATE

JOHN D. SMITH, Management Analyst, Facilities Planning Office, University of Colorado

Classroom utilization reports from more than a dozen institutions are examined in terms of information attributes and the present needs of a large state-supported research university. A computer-generated report is described that is a significant improvement over previous reports. This report emphasizes the use of bar charts, plots, box plots, coded tables, and other semigraphic displays to present utilization information at meaningful levels of aggregation to the constituencies involved in scheduling classes. The design of the report, the response of users, and possible future refinements are described.

HE 015 387

13K AUTHOR'S ROUNDTABLE (contributed paper)

RUBY M. JACKSON (convener), Director of Institutional Research, Southern University in New Orleans

STUDENT CONCERNS AS INDICATORS OF NEED OR LACK OF STUDENT ENVIRONMENT FIT

BERNARD YANCEY, Research Associate, University of Texas at Austin
GARY R. HANSON, Assistant Dean of Students, University of Texas at Austin

A survey of the concerns of a random sample of undergraduates at a large southwestern university was conducted in 1977 and again in 1980 with a different sample. Analysis of the responses revealed significant relationships between levels of concern and subsequent academic progress. Differences in levels and types of concerns were also found among various ethnic groups and when the 1977 and 1980 administrations were compared. The study produced results which should be of interest to institutions designing or evaluating programs that are to meet the needs and concerns of their students.

13L AUTHOR'S ROUNDTABLE (contributed paper)

AMOS OLAGUNJU (convener), Management Information Systems Director, Barber-Scotia College

AN EXAMPLE OF A COOPERATIVE PROJECT BETWEEN INSTITUTIONAL RESEARCH AND A UNIVERSITY DEPARTMENT

LINDA K. PRATT, Director of Research, Evaluation, and Planning, North Carolina Central University
SHIRLEY DeLUCIA, Director of Elementary Education, Department of Education, North Carolina Central University
ADRIAN ROBERTS, Associate Professor, Department of Education, North Carolina Central University

The paper describes a joint research project between an office of institutional research and a university department. The value of the project to both groups and to the university is discussed. Specific examples of the use of the results by the department in counseling students and in preparing to meet state accrediting criteria are given along with examples of the use of the results to further theory and methodology in institutional research.

HE 015 405

13M AUTHOR'S ROUNDTABLE (contributed paper)

M. L. GILLIAM (convener), Assistant Director of Institutional Research, Oklahoma State University

FRESHMAN- AND SOPHOMORE-YEAR EXPERIENCES AND CHANGES IN MAJOR FIELD

CHRISTOS THEOPHILIDES, Assistant for Institutional Research, State University of New York at Albany
WENDELL G. LORANG, Associate for Institutional Research, State University of New York at Albany

This study assessed whether different features of the first two years of college influence students differentially in their decisions to change major fields. Ten pre-college traits and seventeen collegiate experience measures were predictor variables in a stepwise discriminant function analysis. Two statistically significant functions were produced. The first function, comprising an academic achievement dimension, indicated that students scoring low on this dimension appear to change major fields in each of the two years. The second function, an amalgam of personal characteristics and institutional integration indicators, suggests that males, low aptitude, and less-integrated students tend to change majors during the freshman year while students who are well integrated into the institution are likely to change majors during the sophomore year.

13N AUTHOR'S ROUNDTABLE (contributed paper)

BARBARA PLATT (convener), Assistant Director, Planning and Budget Analysis, Eastern Illinois University

AN EXPERIMENT IN UNIVERSITY-WIDE ZERO-BASED BUDGETING

WILBUR N. MOULTON, Director of Budget and Planning, Sangamon State University

This paper describes the development and initial application of one university's experiment with zero-based budgeting. Factors that motivated the development of the plan are described, the implementation process is outlined, and the costs and benefits are assessed. The process increased faculty and staff understanding of budget decisions and made necessary budget cuts more acceptable. The [illegible] concludes with a brief summary of changes which are proposed in subsequent cycles.

13Q AUTHOR'S ROUNDTABLE (contributed paper)

MARILYN McCOY (convener), Director of Planning and Policy Development, University of Colorado System

POLICY ANALYSIS: THE NEW REALITY FOR INSTITUTIONAL RESEARCH

JOHN D. PARKER, Director of Instituti[illegible]l Studies and Planning, Arizona State University

ROBERT H FENSKE, Professor of Higher Education, Arizona State University

This paper suggests policy analysis as the role in which institutional research will find its most challenging and rewarding future. A review of former and present institutional research roles is included as a perspective for discussing the new reality of intense institutional competition for shrinking resources. Success in this competition is of such importance to institutional viability that the very survival of support functions such as institutional research will depend on how (or whether) they directly assist institutional leaders in the competition for resources. Specific models and strategies are suggested to enable sophisticated institutional research units to move in this direction.

HE 015 420

14A MAJOR RESEARCH UNIVERSITIES (special interest g[illegible]up)

MARK MEREDITH (convener), Director of Institutional Studies, University of Colorado System

AIR members from major research universities (MRUs) were invited to share their experiences and perceptions of recent events and trends at and among their institutions. Results of a newsletter survey on current MRU happenings (81–82 and 82–83) were presented, and there was discussion of actual and proposed solutions to problems.

14B NATIONAL COUNCIL FOR RESEARCH AND PLANNING (NCRP)

(special interest group)

MARY KATHRYNE BARATTA (convener), President NCRP/Director of Institutional Research, Moraine Valley Community College

MANTHA V. MEHALLIS (co-convener), Director of Institutional Research, Broward Community College

LISA McCARTY (co-convener), Acting Director of Institutional Research, Johnson County Community College

This session focused on the questions of what to do with data after it has been collected and how to get administrators to read and use it.

14D CANADIAN SIG (special interest group)

JEAN YVES DESROSIERS (convener), Economist, Office of Higher Education, Quebec Department of Education

This session featured a short presentation of the third report of the Ontario Tripartite Committee on Interprovincial Comparisons on University Financing. A brief overview of a set of eight financial indicators for the period 1974–75 to 1979–80 was presented for each province. A cross-country checkup followed, at which time representatives from various provinces looked at the state of higher education in Canada from the regional point of view.

Following the session, participants gathered at a local restaurant for dinner.

14F USERS OF COMPUTERS (special interest group)

R GREGORY LITAKER (convener), Institutional Research Officer, University of Louisville

The current and future applications of communication via computer were discussed by Daniel A Updegrove of EDUCOM. A brief organizational meeting followed.

14H STATE- AND SYSTEM-LEVEL INSTITUTIONAL RESEARCHERS/STATE AND FEDERAL AGENCY REPRESENTATIVES (special interest group)

MARK D JOHNSON (convener), Associate Coordinator for Academic Program Services, Washington Council for Postsecondary Education

NORMAN S KAUFMAN (co-convener), Senior Staff Associate, Western Interstate Commission for Higher Education (WICHE)

JOHN R WITTSTRUCK (co-convener), Network Director, SHEEO/NCES Communication Network

An informal program was planned to allow for an exchange of information and ideas.

14J SOUTHERN UNIVERSITY GROUP OF 25 (SUG-25) (special interest group)

GLYNTON SMITH (convener), Coordinator of Institutional Research, Georgia State University

This session featured (1) a short business meeting, (2) a roundtable discussion on topics of interest or concern, (3) a film on planning, and (4) plans for the fall meeting

14K AIR AND THE JOINT COMMITTEE ON STANDARDS FOR EDUCATIONAL EVALUATION (open hearing)

LARRY A BRASKAMP (moderator), Head, Measurement and Research, University of Illinois

This session featured a panel discussion on the standards developed by the Joint Committee on Standards for Educational Evaluation, the merits of the standards, and the implications of AIR's recent decision to become a sponsoring member of the Joint Committee. The panel members were Cameron Fincher, Paul Jedamus, Oscar Lenning, and Ja[illegible]ssmann. Open discussion followed

14L PROFESSIONAL DEVELOPMENT SERVICES (PDS) BOARD (open hearing)

DONALD J REICHARD (convener), Chair, PDS Board Director of Institutional Research, University of North Carolina at Greensboro

An open-hearing format for this session provided an opportunity for members to share their views and make suggestions concerning directions the PDS Board should take with regard to workshops as well as other activities and services aimed at enhancing the professional development of AIR members

15A CALIFORNIA ASSOCIATION FOR INSTITUTIONAL RESEARCH (CAIR) (special interest group)

ROBERT T LITTRELL (coordinator), Director of Institutional Research, California State University-Long Beach

California institutional researchers met and proceeded to a local restaurant for a social hour and dinner

15C COMMUNITY COLLEGES (special interest group)

RUSSELL C COLLMER (coordinator), Director of Institutional Research, Pima County Community College District

This social session provided Forum attendees from community colleges an opportunity to meet each other and exchange information.

15E GRADUATE STUDENTS IN INSTITUTIONAL RESEARCH (special interest group)

JULIA M DUCKWALL (coordinator), Graduate Student, Florida State University

All graduate students were invited to get acquainted with one another, to discuss relevant issues, to exchange information on graduate programs and studies and to go together to dinner.

15F TEXAS ASSOCIATION FOR INSTITUTIONAL RESEARCH (TAIR) (special interest group)

DONALD M NORRIS (coordinator), President TAIR/Director of Institutional Research and Academic Information Systems, University of Houston-Central Campus

Texas institutional researchers went to a local restaurant for a social hour and dinner. The session provided an opportunity for them to meet new institutional research officers, to discuss institutional research and planning at Texas institutions, and to discuss TAIR business.

Q TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES (TBCU) (special interest group)

CHARLES I. BROWN (coordinator), Associate Professor of Education, Fayetteville State University

This "easy learning" social session provided Forum attendees from traditionally black colleges and universities with an opportunity to meet each other and exchange information.

16R AIR ANNUAL BUSINESS MEETING (general session)

WILLIAM L TETLOW (chair), AIR president

(The minutes of this meeting begin on page 120.)

17R FORUM ADDRESS: NEW INITIATIVES OF STATE POLICY IN HIGHER EDUCATION (general session)

WILLIAM L. TETLOW (chair), AIR President, Director of Institutional Analysis and Planning, University of British Columbia
GEORGE B. WEATHERSBY, Commissioner of Higher Education, State of Indiana

(The text of this address begins on page 11.)

18A CONTRIBUTED PAPERS (traditional)

WILLIAM H. ROSENTHAL (convener), Associate Professor, Michigan State University
JOE L. SAUPE (facilitator), University Director of Institutional Research, University of Missouri

18A(1) FINANCIAL COMPARISONS—ARE THEY VALID?

STEPHEN R HAMPLE, Director of Institutional Research, Montana State University
PAUL BRINKMAN, Senior Associate, National Center for Higher Education Management Systems (NCHEMS)

Two national studies of state-level higher education costs were recently published. One concluded that a certain state had the *highest* cost per student of all states in the nation, while the other study concluded that the *same* state had the *lowest* costs. This discrepancy led to a foundation-supported multi-campus study of cost data and cost comparisons. The results of that study are reported here and show that surprisingly large errors are widespread and easily caused. Such errors could have profound effects on state appropriations for the allocation of campus budgets.

18A(2) IDENTIFYING "COMPARABLE" INSTITUTIONS.

DEBORAH J TEETER, Director of Institutional Research and Planning, University of Kansas
THOMAS M. RAWSON, Research Officer, Kansas Board of Regents
DONALD P. HOYT, Director of Educational Resources, Kansas State University

This paper reports the rationale, procedures, and outcomes of [illegible] to identify institutions comparable to specific universities operating under the Kansas Board of Regents. Data from the peer institutions were to be used to develop detailed cost studies. The three-phase study involved (1) selecting states similar to Kansas, (2) using information about academic program breadth and locale to identify public universities in those states which resemble a given Kansas institution, and (3) using detailed information about enrollment, expenditure pattern, and academic emphasis to measure similarity of universities. The system produced credible results and reponded to some issues surrounding the Kansas cost studies.

18A(3) BENCHMARK ANALYSIS AMONG PUBLIC INSTITUTIONS

GARY C. MODEN, Director of Analytical Research, Ohio University
MICHAEL SCHRADER, Graduate Assistant, Ohio University

In today's complex environment, it is vitally important for educational institutions to recognize correctly their peer-group members for planning and evaluation purposes. If benchmark institutions or groups are incorrectly identified, incorrect assumptions and subsequent erroneous decisions based upon comparative data could result. In developing peer-institution data, it is important to identify those institutions, both quantitatively and qualitatively, that best approximate your own institution. This can be an extremely difficult and time-consuming process. This study attempts to explain and document one potential method of peer-institution analysis that stresses both quantitative and qualitative variables with an emphasis on public universities.

18B MATHEMATICAL PROGRAMMING APPLICATIONS IN HIGHER EDUCATION (seminar)

PATRICK T. TERENZINI (convener), Director of Institutional Research, State University of New York at Albany
ROBERT A WALLHAUS (presenter), Deputy Director, Academic and Health Affairs, Illinois Board of Higher Education

Mathematical programming, a fundamental tool of management scientists and operations researchers, has gained wide acceptance as a methodology for making optimal decisions in business and industry. However, the difficulty of quantifying objectives (e.g., to maximize profits) has limited its application in higher education, particularly with regard to planning and policy issues. Nevertheless, public sector applications are emerging in the literature. This seminar presented an overview of the theory and methodology of mathematical programming. Examples of mathematical programming models relevant to higher education were reviewed, and guidance was given to those participants who saw promise in the methodology and wanted to pursue further their interest in the subject.

18C CONTRIBUTED PAPERS (traditional)

MARGARET L. MOORE (convener), Coordinator of Planning Information and Reporting, Old Dominion University
LAURA E. SAUNDERS (facilitator), Director of Planning and Capital Budget, University of Washington

18C(1) ANNING SUPPORT FROM THE TOP: AN APPLICATION OF "MILES' LAW" (WHERE YOU STAND DEPENDS ON WHERE YOU SIT)

STUART M. TAKEUCHI, Assistant Vice Chancellor for Academic Services, University of Colorado-Boulder

The perspective on and participation in planning by institutional officials will vary according to the expectations and demands placed on those officials by the positions they hold. For example, it should not be expected that an institutional president and a planning officer will have the same views on planning since each official's position has different requirements. This paper identifies some of the demands placed on the chief executive officer and compares them to the expectations of the planning officer. It also identifies some ways to bridge the gap between the differing perspectives

HE 015 388

18C(2) A CASE STUDY OF THE ACADEMIC PLANNING PROCESS

JANYCE J. NAPORA, Director of Planning and Institutional Studies, University of Massachusetts

This paper reports a case-study analysis of the planning process at a major university over a ten-year period. It is unique because it deals with planning as a political process. The selected institution launched three distinct planning efforts during this time, offering a microcosm for study. These three processes were individually evaluated along two dimensions—the process dimension and the product dimension. It was hypothesized that to a large extent three variables accounted for the performance of the planning process along either dimension. These variables were (1) conception of institutional mission, (2) level of faculty participation, and (3) quality of institutional leadership.

HE 015 389

18C(3) THE ROLE AND SCOPE OF INSTITUTIONAL RESEARCH IN STATE UNIVERSITY PLANNING AND BUDGETING

THOMAS M. FREEMAN, Associate Vice Chancellor for Policy Analysis, State University of New York
KATHLEEN F. KOPF, Associate for Institutional Research, State University of New York

Faced with declining percentages of state tax resources and projections for stabilized enrollments, the State University of New York developed and implemented a "multiphase rolling plan" for the 380,000-student, 64-campus system. A comprehensive and detailed linkage of academic and mission plans to the annual budgeting process was initiated with the preliminary budget cycle for fiscal 1982–83. A description of the environment, concepts, organization, and implications for the future are provided. The paper concludes with an outline of eight conditions and fluid relationships particular to institutional research.

HE 015 390

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18D CONTRIBUTED PAPERS (traditional)

R. GREGORY LITAKER (convener), Institutional Research Officer, University of Louisville

A. NANCY AVAKIAN (facilitator), Assistant Vice Chancellor for Academic Affairs, University of Missouri-St. Louis

18D(1) MEASURE OF THE MARKET FACTORS IN UNIVERSITY FACULTY SALARIES

GLYNTON SMITH, Coordinator of Institutional Research, Georgia State University
JAMES E. PRATHER, Senior Research Associate, Georgia State University
M. L. GILLIAM, Assistant Director of Institutional Research, Oklahoma State University

A steady-state environment may have caused some subtle shifts in bargaining power of some disciplines over other disciplines within a given institution. This paper addresses these questions: Has the internal faculty labor market, by discipline, at two state universities continued to follow the national labor market? Are the overages and shortages in academic specialities within these institutions producing changes? If so, what types of changes are occurring? The data sources used are comprehensive academic personnel files of two state universities located in the western and southern regions of the United States. The period considered is from 1978–79 to 1981–82.

18D(2) A STUDY OF FACTORS ASSOCIATED WITH FACULTY STRESS

JOHN THORNELL, Director of Institutional Research, Delta State University
ROSE STRAHAN, Chairman, Department of Mathematics, Delta State University
ROBERT WALTERS, Dean, School of Graduate Studies, Delta State University

One of the most expensive resources for an institution of higher education is its faculty. There are few studies, however, which focus on the factors that influence the productivity of this important resource. Recent literature has targeted "job stress" as a factor in productivity. The purpose of this study was to assess levels of stress in response to twenty concerns confronted by faculty. Stress ratings by 122 faculty of a four-year, state-supported school served as dependent variables for hypothesis testing of four professional characteristics of faculty. Using ANOVA, seventeen of eighty hypotheses were determined to be significant.

18D(3) A LEGISLATIVE FACULTY SALARY MODEL: UTILIZING A NATIONAL DATA BASE TO ANALYZE INSTITUTIONAL SALARIES

ILONA TURRISI, Director, Office of Budget and Analysis, Florida State University
PAUL CARNEY, Research Associate, Office of Budget and Analysis, Florida State University

This paper describes a project in which a legislative model was developed utilizing national faculty salary data to distribute 8.75 million dollars in supplemental faculty salary increases to the state's public universities. A model is described which utilized such variables as institution type, rank, discipline category, and years in rank to define a desired level of faculty salaries in the state's universities. The authors describe the assumptions, model, and procedures in the evolution of the model from presentation to implementation. The strengths and weaknesses of the model are discussed with particular emphasis given to dealing with national and statewide data bases.

18E CONTRIBUTED PAPER (traditional)

J. STEPHEN SMITH (convener), Assistant Vice President for Health Affairs, University of Alabama in Birmingham

WARREN W. GULKO (facilitator), Director of Finance, Temple University School of Medicine

18E(2) THE SELECTION OF HOSPITALS "COMPARABLE" TO A UNIVERSITY-OWNED TEACHING HOSPITAL: AN EMPIRICAL APPROACH

ROBERT L. DEAN, Associate Director for Financial Analysis, Kentucky Council on Higher Education

An empirical model was developed to examine 83 attributes of hospitals, including facilities mix, patient mix, and personnel mix. Factor analysis was applied to these attributes in a sample of 735 hospitals, with factor scores developed for each hospital. Cluster analysis was used to group similar hospitals on the basis of factor scores. Discriminant analysis was then applied to test the clustered hospitals for proper group membership. The example cited in the study develops a set of hospitals comparable to a given university-owned teaching hospital and provides higher education administrators, planners, and researchers with a basis for future research.

HE 015 391

18F CONTRIBUTED PAPERS (traditional)

NICK L. POULTON (convener), Director of University Planning, Western Michigan University

JOHN A. SEELEY (facilitator), President, Formative Evaluation Research Associates

18F(1) DECISION SUPPORT SYSTEMS: AN INSTITUTIONAL RESEARCH PERSPECTIVE

BERNARD S. SHEEHAN, Professor, Faculty of Management, University of Calgary

Changes in information technology including the evolution of decision support systems used in industry, make it prudent for institutional researchers to reexamine institutional use of computer-based information systems in support of decision making. This paper reviews the decision support systems literature and the parallel (but separate) institutional research literature. The results of a survey of Canadian universities to determine the current state of information technology in institutional research practice are presented. These show that nearly all senior practitioners anticipate that changing information technology will impact their own practice of institutional research.

HE 015 406

18F(2) A DISTRIBUTED INFORMATION STRATEGY

MICHAEL E. BAKER, Director of University Planning, Carnegie-Mellon University

The changing higher education environment in the 1980s has led to increasing demands for institutional planning and, particularly, strategic planning. Computer hardware and software technology promise increasing opportunities for the development of cost-effective, computer-based planning systems which will be comprehensive and capable of development by people without previous traditional programming experience. The state-of-the-art and future trends in the development and use of on-line planning systems are described in the paper. (The author's experiences include the creation of such a system at a major research university.) These concepts are then extrapolated to provide a picture of some likely implications for computer planning systems, university planning, and institutional research. The paper is designed both to provide a comprehensive view of the current situation and to provide some likely scenarios for the future.

HE 015 392

18F(3) SIMULATORS, MYTH, AND RITUAL IN HIGHER EDUCATION

ANDREW T MASLAND Research Assistant, Harvard Graduate School of Education

Evaluations of widely used computer simulators identify a number of technical and organizational factors that are related to the simulator's success. But investigations have ignored two unobtrusive aspects of organizational behavior—myth and ritual. The paper explores these concepts through the use of examples and then applies them to computer simulators, demonstrating the importance of myth and ritual in understanding the use of computer simulators in higher education. A series of propositions suggests how simulator builders and users can apply the concepts of myth and ritual to improve the effectiveness of their efforts.

HE 015 407

18K THE INTERACTION BETWEEN EXTERNAL AND INTERNAL PRESSURES IN HIGHER EDUCATION (panel)

FLETCHER F CARTER (moderator), Director of Institutional Research, Radford University
RICHARD A MANAHAN, Vice President for Finance and Administration, East Tennessee State University
GERALD H LUNNEY, Associate Director Director of Research, Council of Independent Kentucky Colleges and Universities
EDITH H CARTER, Statistician, New River Community College
JEFFREY S CRIBBS, Assistant Vice President for Planning and Budget, Virginia Commonwealth University
SAMUEL BALDWIN, Associate Director of Planning and Budget, Clark College
JERRY L GEHRE, Director of University Planning and Capital Budget, East Tennessee State University

Public and private higher education is under more external pressure than at any time in the past thirty years. Institutions are under pressure to conform to local, state, and federal regulations and laws. These pressures include community zoning and housing regulations, aid to private institutions, educational opportunity, financial accountability and centralization of governance, and integration. These institutions are under internal pressures to expand enrollment and programs, to maintain academic freedom and excellence, flexibility in financing, and traditional uniqueness. Interaction between these pressures should suggest means of compromise and adaptation for institutional researchers

18L CONSULTING IN HIGHER EDUCATION: TWO PERSPECTIVES (panel)

JANA B MATTHEWS (moderator), Director, Direct Assistance Program, National Center for Higher Education Management Systems (NCHEMS)
PETER EWELL, Director, NCHEMS-Kellogg Student Outcomes Project, National Center for Higher Education Management Systems (NCHEMS)
VINOD CHACHRA, Assistant Provost, Planning and Information Systems, Virginia Polytechnic Institute and State University

With increasing frequency, college and university administrators are engaging consultants to help them with their planning and management problems. While many individuals and firms are eager to provide consulting services, there is little evidence that many have given thought to the consulting process. The panel explored several issues from the perspective of those who hire consultants and other issues from the perspective of the consultant. An analytic framework for describing higher education consulting was presented and discussed from both perspectives.

19A TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES (TBCU)

(special interest group)

JOHN BAKER, Jr (convener), Vice President for Planning and Analysis, Alabama State University

ROY STUBBS, Jr. (co-convener), Associate Director of Planning, Lane College

Following a short business meeting, this session focused on meeting the authors—or "who's doing what" in institutional research at traditionally black colleges and university campuses.

19C THE BIG EIGHT UNIVERSITIES (special interest group)

JOE L SAUPÉ (convener), University Director of Institutional Research, University of Missouri

People from the Big Eight universities met during this period to discuss data exchange.

19D PACIFIC NORTHWEST ASSOCIATION FOR INSTITUTIONAL RESEARCH AND PLANNING (PNAIRP) (special interest group)

GLEN C. FORRESTER (convener), President PNAIRP/Manager, Educational Planning and Research, British Columbia Research Council

Northwesterners gathered to exchange ideas for the PNAIRP conference in the autumn of 1982 and learned of activities of interest to northwestern institutional researchers and planners.

19E URBAN INSTITUTIONS (special interest group)

HARMON C. McALLISTER (convener), Director, Office for Institutional Research, Wayne State University

This session provided opportunity for an open forum and information exchange among those concerned with the place of urban institutions in the postsecondary education community.

20A CONTRIBUTED PAPERS (traditional)

SU-ZAN HARPER (convener), Research and Planning Analyst, University of Texas at San Antonio

ROBERT W. STARKEY (facilitator), Analytical Studies Officer, University of California-San Diego

20A(1) REALLOCATION OF FACULTY RESOURCES

JEFFREY E. DUTTON, Director of Institutional Research, Wichita State University

JOHN J. HUTCHINSON, Chairperson, Mathematics, Wichita State University

Reallocation of faculty positions among academic units is often accomplished by following an informally established set of guidelines indicating the acceptable level of credit-hour production in each unit. At one large state-related university, these credit-hour guidelines have been formalized using the instructional method as the unit of analysis rather than the academic unit. Established guidelines for types of instructional methodologies can then be used to formalize credit-hour production guidelines for academic units.

HE 015 408

20A(2) DIFFERENTIAL INSTRUCTIONAL PRODUCTIVITY INDICES

ALLAN M. BLOOM, Assistant Director, Institutional Research, Virginia Polytechnic Institute and State University

Teaching-load formulas to provide for differential program productivity ratios are in wide use, but the various sets of differential weights of student credit hours (SCH) used tend to be the result of historical accident, negotiation, or limited cost studies. In an attempt to bring a unity into these formulas, a new statistical methodology was applied to three years of teaching-load data from 21 major public universities, and it has yielded an objective, broadly applicable set of SCH weight factors which give promise of providing comparison of instructional activity via unobtrusive

measures. A table of optimum weighting factors for upper division and graduate SCH (relative to lower division) is presented by NCES Code discipline area. The weights derived from analysis are then compared with those developed by more traditional means.

HE 015 409

20B RESEARCH INTEGRATION THROUGH META-ANALYSIS—VALUE TO INSTITUTIONAL RESEARCH? (seminar)

PAUL JEDAMUS (convener), Professor of Management Science, University of Colorado

GENE V. GLASS (presenter), Professor of Education, University of Colorado

Most fields today are flooded with research reports. Whereas in the past, researchers had to worry most about doing research, now they worry as much about making sense out of the research that has been done. Integrating the findings of dozens (sometimes hundreds) of studies requires the application of methods that go beyond simple reading and narrative summary. The application of methods of survey research, measurement, and statistics to the task of integrating the findings of many studies has been dubbed "meta-analysis" (the analysis of analysis). The presenter explored with the seminar participants the possibility that meta-analysis might find useful application in institutional research.

20C CONTRIBUTED PAPERS (traditional)

DONALD A. MYRVIK (convener), Academic Dean, Suomi College

JOHN Y. REID (facilitator), Director, Center for the Study of Higher Education, University of Toledo

20C(1) INFLUENCES ON ACADEMIC SKILL DEVELOPMENT DURING THE FIRST THREE YEARS OF COLLEGE

PATRICK T. TERENZINI, Director of Institutional Research, State University of New York at Albany

CHRISTOS THEOPHILIDES, Assistant for Institutional Research, State University of New York at Albany

WENDELL G. LORANG, Associate for Institutional Research, State University of New York at Albany

This paper describes the results of a study to determine the degree to which students' rate of academic skill development might vary over the first three years of college and to assess the degree to which the sources of influence on that development might vary from one year to another. Results indicated that students' perceived growth is unattributable to their pre-college characteristics and is remarkably constant from the freshman through the junior years. Moreover, while students' involvement in classroom activities was found to be the single most powerful predictor of academic skill development, the influences were neither unitary nor constant from year to year.

20C(2) A COMPARISON OF METHODOLOGICAL APPROACHES FOR EVALUATING THE QUALITY OF BASIC SKILLS PROGRAMS

RICHARD G. DUMONT, Coordinator, State Board of Regents Basic Skills Pilot Project, Tennessee Technological University

JAMES T. JONES, Research Assistant, Educational Psychology, Tennessee Technological University

ALBERT BEKUS, Director of Developmental Studies, Austin Peay State University

A multiple-indicator and multiple-design approach for evaluating the quality of basic skills programs in reading, writing, and mathematics was implemented at a regional university and a community college, both part of a statewide system of higher education in the southeastern United States. The results of the several methodological alternatives are compared in order to determine whether such results are mutually supportive or contradictory and whether they are suggestive of substitutability or complementarity of indicators and evaluative designs.

HE 015 410

20D CONTRIBUTED PAPERS (traditional)

PENNY WALLHAUS (convener), Assistant Director of Research Services, Ill. Community College Board
JOHN A. LUCAS (facilitator), Director of Planning and Research, William Rainey Harper College

20D(1) FACTORS RELATED TO THE PERFORMANCE OF TWO-YEAR COLLEGE TRANSFER STUDENTS

WAYNE E. SMITH, Principal Administrative Analyst, University of California-Los Angeles

In order to identify students who could profit from academic counseling, easily applied criteria are derived to predict whether a transfer student would achieve a grade point average (GPA) of at least 2.3 (on a scale of 4) after transfer to UCLA from a community college. Using only transcript data, a stepwise logistic regression determined which variables most reliably discriminate between students likely to succeed and students likely to be in academic difficulty. Simple cutpoints for certain variables can be used to provide as good a discrimination as that given by the regression equation. For example, a student majoring in science will probably succeed if his pre-transfer GPA is at least 3.25 or if he has earned an A in at least six semester units from the department of his proposed major. The method of using a statistical program to determine the most suitable variables and then to measure the efficiency of the procedure should be applicable to other institutions.

HE 015 411

20D(2) MONITORING THE UNIVERSITY TRANSFER PROGRAMS OF TWO-YEAR COLLEGES

GORDON JONES, Instructor, Vancouver Community College-Langara Campus
GLEN C. FORRESTER, Manager, Educational Planning and Research, British Columbia Research Council
JOHN D. DENNISON, Professor of Higher Education, University of British Columbia

Most two-year community colleges offer academic programs which provide transferrable course credit to four-year, degree-granting universities. A system for monitoring the subsequent academic achievements of students from these programs has been developed and put into routine operation to help ensure that the colleges are adequately fulfilling and maintaining this university transfer function. The paper describes this monitoring system, reviews its seven year history of operation, discusses the types of data it provides, and also illustrates how this monitoring has served to focus and direct other investigations and has generally acted as an early-warning system.

20E CONTRIBUTED PAPERS (traditional)

DAVID R. WITMER (convener), Assistant Chancellor, University of Wisconsin-La Crosse
MARVIN W. PETERSON (facilitator), Director/Professor, Center for the Study of Higher Education, University of Michigan

20E(1) THE DEMAND FOR HIGHER EDUCATION: THE EFFECT OF SOCIAL AND ECONOMIC FACTORS ON FOUR-YEAR ENROLLMENTS IN VIRGINIA

DEBORAH C. STRICKLAND, Research Assistant, Institutional Research, Virginia Polytechnic Institute and State University
VITTORIO A. BONOMO, Associate Professor of Finance, Virginia Polytechnic Institute and State University
GERALD W. McLAUGHLIN, Associate Director of Institutional Research, Virginia Polytechnic Institute and State University
JAMES R. MONTGOMERY, Director of Institutional Research, Virginia Polytechnic Institute and State University
BEATRICE T. MAHAN, Assistant Director of Institutional Research, Virginia Polytechnic and State University

The demand for higher education is investigated within a statewide system. A multiple-

regression approach is applied to data, measuring by county the ratio of high school graduates attending four-year institutions (dependent variable): academic ability, income level; unemployment rate and educational level by county (independent variables). Using the SAS regression procedure various breakdowns of the demand function by institution are presented. Multiple correlations for the various models range from .5 to .7.

20E(2) FINANCIAL EXIGENCY AND FACULTY SECURITY IN UNIONIZED UNITED STATES AND CANADIAN UNIVERSITIES

RICHARD A HARTNETT, Assistant Professor of Education Administration, West Virginia University

This study compares the direction, scope, and magnitude of faculty security provisions in the collective bargaining contracts of representative universities in Canada and the United States. Faculty security is examined within the major personnel policies of tenure, reappointment, promotion, faculty evaluation, retrenchment, and financial exigency. Specific security mechanisms such as due process, right of appeal, and union participation are analyzed to determine the scope and magnitude of these safeguards across the personnel areas. In turn, effects of certain intervening variables are assessed.

20F CONTRIBUTED PAPERS (traditional)

JAMES O NICHOLS (convener), Director of Institutional Research and Planning, University of Mississippi

LARRY A BRASKAMP (facilitator), Head, Measurement and Research, University of Illinois

20F(1) DEPOLITICIZING MINORITY ADMISSIONS THROUGH PREDICTED GRADUATION EQUATIONS

TIMOTHY R SANFORD, Associate Director of Institutional Research/Lecturer in Education, University of North Carolina at Chapel Hill

Minority admissions is a sensitive issue in postsecondary education, and colleges and universities may try to cope passively with the issue or they may try to confront the problem directly. The purpose of this paper is to show how a major research university has tried to depoliticize minority admissions by developing predicted graduation equations which are race specific. Multiple regression and discriminant analyses were used with nine independent variables (primarily academic) to predict graduation status of 1974 entering freshmen; 64.8% of the students were correctly classified. The research shows that traditional admissions criteria are valid and that minority admissions can be linked to a definite educational outcome.

HE 015 393

20F(2) MINORITY PARTICIPATION IN HIGHER EDUCATION: A SUMMARY OF THE FINDINGS OF THE COMMISSION ON THE HIGHER EDUCATION OF MINORITIES

MARGO R. KING, Administrative Officer, Higher Education Research Institute
(Presented by KENNETH C. GREEN, Project Associate, Higher Education Research Institute)

The Commission on the Higher Education of Minorities and the Higher Education Research Institute have just completed a two-and-a-half-year project on the status of four racial/ethnic minorities—Blacks, Chicanos, Puerto Ricans, and American Indians—in higher education in the United States. The recent progress, current status, and future prospects of these groups were examined, and recommendations aimed at furthering their educational development were formulated. The paper presents data on the representation of these four minority groups by level in the educational system and by field of study. It also discusses recent trends in the representation of minorities as well as factors influencing their educational progress and makes recommendations for improving access and success for these groups.

20K CULTURAL CONSTRAINTS ON INSTITUTIONAL DATA (panel)

F. CRAIG JOHNSON (moderator), Professor of Education, Florida State University
CHARLES H. BELANGER, Director of Institutional Research, Université de Montréal
CARLOS F. BRAVO, Planning Director, University of Monterrey
JOHN R. CALVERT, Senior Lecturer in Management Science, Loughborough University of Technology
CLAUDE COSSU, Maitre-Assistant, Université de Paris-I
ALFREDO J. ESTRAÑO, Chairman, Department of Graduate Studies, Instituto Universitario Pedagogico Experimental
THALY NILSSON, Vice President of Planning, University of Uppsala
ANTONIO J. OLAIZOLA, Professor of Education, Universidad Central de Venezuela

Each panelist viewed the constraints placed upon institutional data by national customs and mores. In their respective roles, as resident ethnographers for their institutions, they are well placed to observe qualitative and political issues and to provide a comparative analysis of the role of institutional research in various settings. They considered how the qualitative forms and political contexts of the state or nation are translated into institutional realities and presented different views on how the institutional politics cope with these external realities.

20L CONTRIBUTED PAPERS (traditional)

R. BRUCE TWEDDALE (convener), Budget and Research Analyst, Grand Valley State Colleges
A. KAY STAUB (facilitator), Director of Institutional Research, University of Alabama

20L(1) COSTS IN HIGHER EDUCATION: DO THEY MAKE A DIFFERENCE?

RONALD G. DOWNEY, Associate Professor, Kansas State University
DONALD P. HOYT, Director of Educational Resources, Kansas State University
MARY ANN LAHEY, Graduate Assistant, Kansas State University

Methods for justifying budgets have in the past depended upon subjective statements concerning the adequate levels of funds. A method for comparing expenditure information from similar institutions and programs has been developed and is currently being used. The use of comparison data rests upon the assumption that increased levels of funding are directly related to the quality of the programs. This research investigates the relationship between program quality and expenditure level. A demonstrable relationship between expenditures and quality helps administrators document the need for and identify the potential consequences of increasing funding at an institution.

20L(2) EDUCATIONAL OUTCOMES ASSESSMENT AND ITS RELATIONSHIP TO MANPOWER PLANNING FOR THE 1980s

BARRY WARRACK, Senior Research Analyst, Department of Labour and Manpower, Province of Manitoba
C. NEIL RUSSELL, Manager, Program Development and Evaluation, Community Colleges Division, Manitoba Department of Education

The Canadian federal government task force on labour-market development in the 1980s has outlined the changing labour market and the challenges and changes necessary in the post-secondary educational system to meet these challenges. Program outcomes assessment provides a valuable tool which may be used for developing much of the required information needed for this labour-market assessment and planning. The data collected from outcomes studies can be used for manpower supply/demand analysis, program assessment and evaluation, manpower planning, and career counseling. Implementation of outcomes assessment systems will be vital to the development of the required information to policy making in the future.

21B EXTERNAL DATA SOURCES FOR INSTITUTIONAL RESEARCH AND PLANNING (seminar)

MARY KATHRYNE BARATTA (convener), Director of Institutional Research, Moraine Valley Community College

PAUL BRINKMAN (presenter), Senior Associate, National Center for Higher Education Management Systems (NCHEMS)

DENNIS P. JONES (co-presenter), Associate Director, National Center for Higher Education Management Systems (NCHEMS)

Many of the analyses that might be conducted to yield information necessary to planning and strategic decision making require the use of data that originates outside the institution. Unfortunately, institutional researchers often do not utilize these data because they are unfamiliar with them or because they don't know how to gain access to them. In this seminar, a variety of analyses basic to institutional research were identified (e.g., enrollment analysis) and external sources of data appropriate to those analyses were presented. Primary attention was given to the content of these external data files and to ways of accessing them. Data sources included in the seminar included those dealing with potential students (census data), characteristics of students in other institutions (CIRP data), other institutions (HEGIS, NSF, etc.), and student choice patterns (NLS, etc.).

21C HOW TO GIVE AN AIR RESEARCH PAPER (symposium)

RISDON J. WESTEN (moderator), Director of Institutional Research, United States Air Force Academy (retired)

JOHN R. BOLTE (discussant), Associate Vice President for Academic Affairs, University of Central Florida

JEFFREY HOLMES (discussant), Director, Education, Science, and Culture Division, Statistics Canada

JAMES R. MONTGOMERY (discussant), Director of Institutional Research, Virginia Polytechnic Institute and State University

Discussants provided suggestions, instructions, and examples intended to assist participants in preparation for oral presentations of research results. Attention was given to such topics as organizing and editing content, selecting illustrations and examples, and developing and maintaining audience rapport.

21D UNDERSTANDING AND MANAGING DECLINE IN COLLEGES AND UNIVERSITIES (symposium)

KIM S. CAMERON (moderator/discussant), Director of Organizational Studies, National Center for Higher Education Management Systems (NCHEMS)

RAYMOND F. ZAMMUTO (discussant), Senior Associate, National Center for Higher Education Management Systems (NCHEMS)

Decline and retrenchment in higher education is currently a "hot topic." This is not because institutions have not faced decline in the past but because the phenomenon has become so widespread—affecting even the largest and most elite institutions—and it has become so severe—doubling the number of closings in the last five years—that it is a central concern both to administrators and to researchers in higher education. The staff of the Organizational Studies Program at NCHEMS has designed and is currently conducting what it considers to be the most comprehensive study of the nature and management of decline yet devised. This session was intended to provide some preliminary findings from that research program and to provide an opportunity for the audience to contribute insight, share experiences, and identify issues.

21E THE ART OF POLITICAL INTERVENTION (symposium)

ANTHA V MEHALLIS (moderator), Director of Institutional Research, Broward Community College
WILLIAM F. LASHER (discussant), Associate Vice President for Budget and Institutional Studies, University of Texas at Austin
ROBERT L. GELL (discussant), President, Cecil County Community College
LAURA E. SAUNDERS (discussant), Director of Planning and Capital Budget, University of Washington

Political intervention in the academic environment is truly an art. This symposium focused on the political process and its internal impact upon the institution. Three specialists in the field briefly described their respective positions on political intervention and the strategies they have developed and utilized. The perspectives included those of the primary planning/budgeting/finance officers, institutional research directors, and presidents in the university and community college settings. Following these remarks, there was interaction among and between the discussants and the audience.

21F AUTHOR'S ROUNDTABLE (contributed paper)

A STUDY OF SELECTED FACTORS ASSOCIATED WITH THE PREDICTION AND PREVENTION OF MINORITY ATTRITION

GERALD H. GAITHER, Director of Institutional Research and Planning, California State University-Northridge
FRED DUKES, Assistant to the Director, Institutional Research and Planning, California State University-Northridge

The purpose of this paper was to report on the development of an early-warning system for the identification of attrition-prone minorities. The study used an undergraduate cohort survival model to track freshman- and junior-level transfer Hispanic and black students who attended the institution from 1977 to 1979. Survey results, along with data-base information, also provide data necessary to develop an attrition prediction formula. The ultimate goal is to develop a method whereby attrition-prone minority individuals can be identified and directed to campus support services. Resources can be focused upon this target population with the objective of enhancing retention and, ultimately, graduation of more minorities.

21K INTRODUCTION OF A MERIT SALARY SYSTEM WITH EXPLICIT CRITERIA AND FEEDBACK: A SHOCKING EXPERIENCE (panel)

MARY E. CORCORAN (moderator), Professor of Higher Education and Educational Psychology, University of Minnesota
JOAN S. STARK, Dean, School of Education, University of Michigan
MARVIN W. PETERSON, Director/Professor, Center for the Study of Higher Education, University of Michigan
MALCOLM A. LOWTHER, Chairperson, Division of Curriculum and Instruction, University of Michigan
JACK E. ROSSMANN, Vice President for Academic Affairs, Macalester College
RICHARD B. HEYDINGER, Assistant to the Vice President for Academic Affairs, University of Minnesota

This panel used the case-study [illegible] examine how faculty reward systems may influence behavior through their criteria, tr[illegible]ck mechanisms, and the manner of their introduction. Positive and negative results of pu[illegible]l introduction of an explicit reward system were related to research knowledge and speculation concerning faculty motivators. Panelists included two closely involved in the case study examined as well as other informed administrators and researchers who provided a framework and analysis.

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21L COOPERATIVE ENDEAVORS WITH COMPUTERS: ESTABLISHING A SOPHISTICATED MIS AND ACADEMIC COMPUTING (panel)

WE STER C CASH (moderator) Director of Budget and P nning, Atlanta University Center, Inc
CHARLES W MERIDETH, Chancellor, Atlanta Un sity Center, Inc.
CHARLES R THOMAS, Executive Director, CAUSE
SAMUEL BALDWIN, Associate Director of Pla ng and Budget, Clark College
JOHN HALL, Senior Research Scientist, Georgia Institute of Technology and Morehouse College

The panel addressed the benefits and difficulties of establishing and operating a cooperative management information system (MIS). It showed how small private colleges and universities can afford a sophisticated, high-quality MIS when they share their funds and other resources. Three panelists have had primary roles in establishing cooperative systems, one is nationally known in data processing and one is known for his work with consortia.

22Z FORUM BANQUET: ROCKY MOUNTAIN HIGH (social event)

GAIL CORBITT (coordina r), Local Arrangements Committee Member/Graduate Student, University o olorado

Nearly Forum participants trave through b eathtaking country to Winter Park—a ski reson 65 mile west of Denver—for an evening of food, dancing, and other fun

23A PRIVATE COLLEGES (special intere t group)

GERALD H LUNNEY (convener), Associate Director Director of Research, Council of Inde Kentucky Colleges and Universities

The purpose of t ate colleges SIG is to increase communication among institutional research personnel at private primarily small, colleges. Persons who attended this session shared ideas and discussed SIG activities for 1982–83.

23B SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH (SAIR) special interest group)

E MICHAEL STAMAN (convener), Senior Principal Consultant, Systems and Computer Technology

This session consisted of a sh business meeting and a program concerning the results of a national study on career paths of institutional researchers. Richard Howar from West Virginia University and Alton Taylor from the University of Virginia made the presentation.

23C ILLINOIS ASSOCIATION FOR INSTITUTIONAL RESEARCH (special interest group)

RICHARD LIU (convener), Director of Planning and Budget Analysis, Eastern Illinois University

23D OHIO ASSOCIATION FOR INSTITUTIONAL RESEARCH (special interest group)

AARON P. DONSKY (convener), Director of Institutional Research, Lakeland Community College

The session provided an opportunity for follow-up discussion on one or more of the issues reated at the October meeting of the group.

23E USERS OF COLLEGE ENTRANCE EXAMINATION DATA BASES FOR INSTITUTIONAL RESEARCH (special interest group)

ROBERT CAMERON (convener), Executive Director of Research and Development, The College Board

E JAMES MAXEY (co-convener), Assistant Vice President of Research and Development American College Testing Program (ACT)

This session was designed for institutional researchers ... or want to become more familiar with the college entrance examination data bases available on most college campuses. The participants were informed about the research services available from ACT and the College Board and had the opportunity to exchange experiences and information with each other.

24R FORUM ADDRESS: APPLICATIONS AND IMPLICATIONS OF INFORMATION SYSTEMS TECHNOLOGY (general session)

MANTHA V MEHALLIS (chair), Associate Forum Chair/Director of Institutional Research, Broward Community College

LOUIS ROBINSON, Director of Scientific Computing, Data Processing Division, International Business Machines Corporation

(The text of this address begins on page 17.)

25A CONTRIBUTED PAPERS (traditional)

STEFAN D BLOOMFIELD (convener), Associate Director of Institutional Research, Oregon State University

DONALD M NORRIS (facilitator), Director of Institutional Research and Academic Information Systems, University of Houston

25A(1) SUPPORTING QUALITY THROUGH PRIORITY SETTING AND REALLOCATION

G GREGORY LOZIER, Associate Director for Planning and Research, Pennsylvania State University

P RICHARD ALTHOUSE, Associate Director for Budget, Pennsylvania State University

Following six years of across-the-board internal budget reductions amounting to $11.[illegible] million, Penn State in 1977 initiated a rolling five-year planning and budget process The new process, resulting in an additional $14 5 million in internal reductions and reallocations through 1981–82, was designed ... provide for more selective budgetary decisions based on careful analysis of university prior... As the process has evolved, it has reoriented budget decisions toward university pla... issues and qualitative concerns. Important supportive mechanisms include budgetary re... assessments, the Provost's Revolving Fund, the Matching Equipment Fund, and the Fun... Ac... ic Excellence.

HE 015 412

25A(2) PRODUCT PORTFOLIO METHODOLOGY FOR C... CULAR ASSESSMENT

LINDA M DELENE, Associate Professor of Marketing, Western Michigan University

This paper presents marketing's product portfolio analysis methodology. Curricular programs are designated as institutional investment units and are evaluated along the four dimensions of market growth, market position, size of respective product-markets and cash-flow patterns. This methodology provides a framework for classifying programs as "cash cows, stars, dogs, and problem children" and suggests institutional strategies for program building, harvesting, or abolition The methodology can be used to comprehend the balance or revenue generation and use am... programs, and it presents program enrollment differences as a necessary balance for mul... markets served

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25C CONTRIBUTED PAPERS (traditional)

ELIZABETH ... (convener). Director of ... Research, University of Alabama ... irmingham

CAMERON L FINCHER (facilitator). Director, Institute of Higher Education, University of Georgia

25C(1) AN ANALYSIS OF THE CONTRIBUTION OF PARTICIPATIVE DECISION MAKING AND COMMUNICATION WITH SUPERVISOR AS PREDICTORS OF JOB SATISFACTION

VIRGINIA EMAN WHEELESS. Associate Director of Institutional Research West Virginia University

LAWRENCE R WHEELESS, Associate Chai Professor of Speech Communication, West Virginia University

RICHARD D HOWARD, Director of Institutional Research, West Virginia University

Colleges and universities are becoming increasingly more concerned about factors which contribute to job satisfaction of classified employees. This study examines the relationships of perceived participation in decision making, communication variables, employment variables, and variables reflecting employee job satisfaction. Results of canonical correlation, measurement precision equating, and R^2 decomposition analyses demonstrate that job satisfaction is most strongly and positively related to communication satisfaction with supervisor and supervisor's receptivity to information. Implications are discussed in reference to personnel decisions and training, productivity, and the nonproductive consequences of initiating a participative program of decision making

HE 015 413

25C(2) OFFICE SOCIAL INTERACTIONS AND DEPARTMENTAL CULTURAL ASSESSMENT: A METHOD FOR MEASURING INSTITUTIONAL PRODUCTIVITY

LOREN B JUNG, Professor of Higher Education, Southern Illinois University-Carbondale

VAN D. PSIMITIS, Associate Professor of Marketing, Southeastern Missouri State University

OLIVE D HENSLEY, Research Associate in Research Development and Administration, Southern Illinois University-Carbondale

MARCIA A ANDERSON Assistant Professor in Vocational Education Studies, Southern Illinois University-Carbondale

In this paper, the authors assume that productivity (or behaviors associated with work production) is a function of a complex set of subtle interactions which creates a work culture. The seven factors of shared experience, work values and ideals, consensus, achievement norms agreement, competitiveness, futurism, interactive structures, and acculturation opportunities are used to define the work culture. A social work interaction protocol has been developed to measure office productivity by direct observation. A protocol is being developed for academic departmental use to determine faculty productive behaviors which lead to generally accepted output measures. The project will ultimately relate productivity behavior levels to the work culture to determine change strategies

25D CONTRIBUTED PAPERS (traditional)

LINDA K PRATT (convener). Director of Research, Evaluation, and Planning, North Carolina Central University

SUZANNE W. LARSEN (facilitator). Associate Director of Institutional Research, University of Tennessee

25D(1) ASSESSING MARKET POTENTIAL IN THE INQUIRY POOL

ROBERT LAY, Director of Enrollment Management Research, Boston College

JOHN MAGUIRE, Dean of Admissions, Records, and Financial Aid, Boston College

CHARLES NOLAN, Director of Admissions, Boston College

To allocate limited budget dollars among competing, viable marketing strategies, research

should be done to estimate each alternative's relative cost-effectiveness. An effort that focuses on improving the application rate of inquiries may be a reasonable starting point for many institutions because benefits can often be derived quickly with minimal additional costs. An eight-part research program that assesses the market potential in the inquiry pool at one institution is illustrated. Results are employed to choose among three marketing strategies—uniform, differentiated, or ... each

HE 015 414

25D(2) AN APPLICATION OF FACTOR ANALYSIS AND CLUSTER ANALYSIS TOWARD THE IDENTIFICATION OF GEOGRAPHIC/DEMOGRAPHIC FACTORS AFFECTING COLLEGE ATTENDANCE

THOMAS G. BRAUN, Executive Assistant, Kentucky Higher Education Assistance Authority

Geographic and demographic characteristics of the 120 Kentucky counties were utilized to group counties with similar characteristics. Factor analysis and then cluster analysis were used to establish four county groupings. The following were analyzed to determine whether ... raphic origin influenced college attendance: (1) ACT test results and demographic data a ... enrollment data for 1977, 1978, 1979, and 1980 for those 1977 high-school graduates ... in Kentucky state-supported colleges and universities for the fall semester of 1977. S... potheses tested enrollment, persistence, and transfer activities; college-going rates; a... academic achievement of students. Test results revealed significant differences, and the null hypotheses were rejected.

25E CONTRIBUTED PAPERS (traditional)

ROBERT W. STARKEY (convener), Analytical Studies Officer, University of California-San Diego
DENISE STRENGLEIN (facilitator), Data Base Coordinator, University of South Florida

25E(1) THE INSTITUTIONAL PRICE INDEX—DEVELOPMENT AND APPLICATIONS

JOHN S. SCHOTT, Principal Analyst, Office of Institutional Research and Planning, University of Kansas

In an inflationary operating environment, publicly funded institutions of higher education must prepare effective justification for inflation-related funding requests and maximize utilization of available resources. The development and implementation of an institutional price index, using institution-specific financial data and institution-based price indexes, will enable a college or university to develop succinct, defensible requests for funding, to make more efficient use of existing financial resources, and to enhance institutional financial planning.

25E(2) COST ANALYSIS AND OVERHEAD CHARGES AT A MAJOR RESEARCH UNIVERSITY

MICHAEL ... YOUNG, Director, Office of ...nning Studies, Ohio State University
RONALD W. GEASON, Director, Office of University Budgets, Carnegie-Mellon University

Methods of cost analysis, similar to those employed in ...s project at the O... State University, have been in use at numerous institutions of higher education for many years. What is unusual in this project is the process of negotiation with auxiliary enterprises allowing them appropriate credit for authorized services to unrestricted funds programs. To accomplish this, overhead cost recovery assessment must be adjusted for expenditures by such operations that would otherwise be borne by the university's unrestricted general funds. Furthermore, auxiliary enterprises are given credit for interest income received from positive cash flow generated by their operations. Differential recovery rates for overhead costs should be established on the basis of the source of income, centrality of mission, and ability to pay. Implementation strategies and pitfalls are discussed.

HE 015 394

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25F CONTRIBUTED PAPERS (traditional)

PAULINE LICHTENSTEIN (convener). Director of Research and Planning, Hofstra University

RICHARD D HOWARD (facilitator). Director of Institutional Research. West Virginia University

25F(1) THE ROLE OF THE INSTITUTIONAL RESEARCHER IN COURT LITIGATION: AN OUNCE OF PREVENTION

BERNARD YANCEY, Research Associate. University of Texas at Austin

The paper advocates that with respect to court litigation (particularly discrimination cases) the role of the institutional researcher should be proactive rather than reactive It also discusses some new areas for potential litigation involving students and describes a general model that has been implemented at a large southwestern university as part of an early-warning system to identify potential instances of discrimination. The model includes a discussion of statistical methodology, data-base structure, and methods of conveying the warning signs to the appropriate university officials

25F(2) EQUITY IN INSTRUCTIONAL WORKLOAD

GERALD W. McLAUGHLIN, Associate Director of Institutional Research, Virginia Polytechnic Institute and State University

BEATRICE T MAHAN, Assistant Director of Institutional Research. Virginia Polytechnic Institute and State University

JAMES R MONTGOMERY, Director of Institutional Research, Virginia Polytechnic Institute and State University

Testing for equity in salary between men and women has been underway for some time and has been approached from several statistical directions The need to make somewhat similar checks to workload is present This paper looks at a procedure to assess equity of workload and suggests statistical procedures which are appropriate for such studies

HE 015 421

25K PERSPECTIVES ON STUDENTS' EVALUATIONS OF INSTRUCTIONAL QUALITY: AN UPDATE FOR ADMINISTRATORS

(panel)

JESSE U OVERALL IV (moderator), Manager, Evaluation ... Personnel Research, University of Southern California

LAWRENCE M ALEAMONI, Director of Institutional ... and Development, University of Arizona

LARRY A BRASKAMP, Head, Measurement and Research, University of Illinois

PETER A COHEN, Assistant Director of Instructional Services and Educational Research, Dartmouth College

LES LEVENTHAL, Professor of Psychology, University of Manitoba

WILLIAM C MILLINGTON, Professor of Education, University of Southern California

JUDITH D ...BRECHT, Educational Development Specialist Center for Faculty Evaluation and Development, Kansas State University

The panel's objective was to provide participants with up-to-date resource materials summarizing the past decade of research on students' evaluations of instructional quality Participants were then able to provide information about this topic on their campuses Individual panelists presented a short overview of research findings in the following areas (1) validity, (2) reliability/stability, (3) feedback usefulness, (4) background variable influence, (5) legal considerations, and (6) instrument development selection A qualitative assessment of research available in each area and an annotated list of the most relevant studies conducted during this time period was included

25L INSTITUTIONAL RESEARCH AND SEX EQUITY STUDIES: RESEARCH, MANAGEMENT, ADMINISTRATION, POLITICAL, AND LEGAL PERSPECTIVES (panel)

MARILYN K. BROWN (moderator), Director of Institutional Studies, University of Maryland-College Park
DEREK SAVAGE, Assistant Attorney General, State of Maryland
FRANK A. SCHMIDTLEIN, Assistant to the Chancellor, University of Maryland-College Park

This panel—moderated by an institutional research office director and composed of an administrator and an attorney—discussed, from their varying perspectives, the methodological, political, and legal issues inherent in higher education sex equity research. Interrelationships, responsibilities, and expectations were discussed in the context of an actual university experience. Three research areas related to faculty salaries were considered: initial salary levels, salary levels over time, and promotion and tenure practices.

26R AWARDS LUNCHEON/FORUM ADDRESS: MAKING INFORMED DECISIONS ABOUT COMPUTING (general session)

DANIEL R. COLEMAN (host/chair), 1982 Forum Chair/Director of Institutional Research and Planning, University of Central Florida
FREDERICK A. GROSS (luncheon speaker), President, Systems and Computer Technology Corporation (SCT)

More than 500 persons attended the luncheon where contributions of officers and committees were acknowledged. Outstanding Service Awards were presented to Robert H. Fenske, F. Craig Johnson, and Marvin W. Peterson. The traditional past president's plaque was presented to George Beatty, Jr.

(The text of the address by Frederick Gross begins on page 29.)

27A AUTHOR'S ROUNDTABLE (contributed paper)

EDWARD D. JORDAN (convener), Director, Information Systems and Planning, Catholic University of America

DISCIPLINARY-RELATED DIFFERENCES IN DOCTORAL DEGREE RECIPIENTS

WENDELL G. LORANG, Associate for Institutional Research, State University of New York at Albany
PATRICK T. TERENZINI, Director of Institutional Research, State University of New York at Albany

([illegible] illness prevented attendance at the session by the presenting author. Copies of the paper were distributed by the convener.)

The characteristics of doctoral degree recipients have received little attention in the research literature. Based on a survey of doctoral degree recipients at a large, public institution, a discriminant function analysis assessed whether recipients in each of four disciplines could be differentiated on the basis of either pre-doctoral characteristics or their experiences during doctoral study. Three significant functions were identified and a pair-wise comparison of all means indicated that each discipline is significantly different from the others. University support of graduate students clearly differentiated among the four disciplines. This finding has implications for the equity of allocations across disciplines of graduate student support as well as for marketing and recruitment and graduate program review.

27B AUTHOR'S ROUNDTABLE (contributed paper)

FRANK FRIEDMAN (convener), Director of Institutional Research, Vincennes University

APPLICATION GENERATORS—THEIR IMPACT WITHIN INSTITUTIONAL RESEARCH AND BEYOND

MIKE R. STEVENSON, Director of Research and Computing, Mt. Hood Community College

R. DAN WALLERI, Institutional Researcher, Mt. Hood Community College

Application generators are "nonprocedural," easy-to-learn computer software products with potential for enhancing the ability of institutional researchers to assist decision makers and other offices. This paper describes their major characteristics and uses and the different types currently available. One particular application generator and its uses at one institution are discussed, and finally the implications of application generators for the role and effectiveness of institutional rese... are assessed.

HE 015 395

27C AUTHOR'S ROUNDTABLE (contributed paper)

SHIRLEY L. WILLIAMS (convener), Director of Planning and Budget, Clark College

STRATEGIES AND TECHNIQUES FOR DEVELOPMENT OF A LONGITUDINAL STUDENT DATABANK

EDWARD L. DELANEY, Director of Institutional Research, Kean College of New Jersey

Increasingly colleges and universities are pressed to have available more reliable, timely, and accurate demographic profiles and outcome measures of their students. This paper describes the development of a computerized databank which efficiently creates a file of entering student cohorts and periodically updates salient characteristics and performance measures through the undergraduate experience. The data sources and structural segments of the model are outlined, and examples of potential longitudinal analyses presented. The focus is on the practical aspects of building consensus, communication, and cooperation on the design and maintenance of the system.

27E AUTHOR'S ROUNDTABLE (contributed

JOHN W. REMKO (convener), Director of Institu... ...arch, Auburn University

DROP-OUT AT THE DISTANCE UNIVERSITY IN T... FEDERAL REPUBLIC OF GERMANY

JOERN BARTELS, Akademischer Oberrat, Fern Universitaet Zentrum fuer Fernstudienentwicklung

After one year, forty-seven percent of all beginning students discontinue their course of study at the first German Distance University. The drop-out rate among the students of mathematics is above average, with two-thirds of the mathematicians withdrawing after two years of study. The drop-out rate is highest among students possessi... formal entrance qualification ("abitur"), women, and students under 25 years of age. The ... reasons for dropping out are the triple stress caused by vocational commitment, family, and study as well as the underestimation of the degree of difficulty. Studying in isolation is increasingly regarded as a problem.

HE 015 396

27F AUTH[illegible] [illegible]DTABLE (contributed paper)

JAMES R [illegible] Dean for Institutional Research, College of Lake County

ORGANIZATIONAL [illegible] IMPLICATIONS FOR [illegible]ART-TIME FACULTY RETENTION

NANCY S. FREEMAN, Assistant Director for Institutional Research, University of Detroit

Sociologist Alvin Gouldner's ca[illegible] of "local" and "cosmopolitan" formed this study's theoretical framework. The result was an extension of the role orientation theory to a group rarely included in studies—part-time community college occupational faculty. Likert-scaled responses to a survey yielded scores for the 22? respondents. Part-time faculty were characterized as more oriented to the organization than their tangential role would indicate. College administrators may perceive the fostering of organizational commitment desirable as the numbers of part-time faculty increase. This dimension of part-time faculty may have an impact on an institution's ability to respond to environmental changes during the 1980s.

27G AUTHOR'S ROUNDTABLE (contributed paper)

ANNMARIE SHIRAZI (convener), Director of Institutional Research, South Oklahoma City Junior College

PREDICTORS OF ATTRITION AMONG GRADUATES OF AN ASSOCIATE DEGREE NURSING PROGRAM

AARON P. DONSKY, Director of Institutional Research and Development, Lakeland Community College
ALBERT J. JUDGE, Jr., Professor of Chemistry, Lakeland Community College

In 1967, J. R. Thurston noted that about one-third of the students who enter nursing schools do not graduate. This is a significant problem. A second attrition, however, occurs among nursing graduates once they enter the profession. This study examines the significance of predictors of primary attrition in the Lakeland Community College nursing program and for secondary attrition among its graduates

HE 015 397

27H AUTHOR'S ROUNDTABLE (contributed paper)

JOHN S. SCHOTT (convener), Principal Analyst, Office of Institutional Research and Planning, University of Kansas

QUALITATIVE AND POLITICAL ISSUES IMPACTING ACADEMIC MEDICAL CENTER STRATEGIC PLANNING—A METHODOLOGICAL APPROACH

KENNETH L. KUTINA, Senior Associate Dean for Administration, School of Medicine, Case Western Reserve University
EDWARD A. BRUSS, Director of Institutional Studies, School of Medicine, Case Western Reserve University
MARK PAICH, Graduate Student, System Dynamics Group, Sloan School of Management, Massachusetts Institute of Technology

Using an approach known as system dynamics, which evolved from the application of feedback control systems theory to dynamic socioeconomic systems, a simulation model of an academic medical center was created to aid in strategic planning and policy analysis. This paper describes the development and application of the model which is particularly well suited to incorporation of factors normally considered of a qualitative nature and to assessing impacts of exogenous constraints and influences

HE 015 398

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27J AUTHOR'S ROUNDTABLE (contributed paper)

LARRY G. JONES (convener), Associate Director, Institutional Research and Planning, University of Georgia

ADJUSTING FOR NON-RESPONSE BIAS: THE CASE OF AN ALUMNI SURVEY

THOMAS W. WHIPPLE, Professor of Marketing, Cleveland State University
JOHN A. MUFFO, Director of Institutional Research, Cleveland State University

The problem of non-response to surveys conducted by researchers has gained in importance, since data gathered from alumni and others utilizing survey instruments is being used increasingly for program review and related internal decision making in higher education. This paper offers a means of adjusting for non-response bias based upon the responses of a sample of 254 alumni reacting to questions about the degree of satisfaction with their undergraduate program within a single college of an urban university.

HE 015 399

27K AUTHOR'S ROUNDTABLE (contributed paper)

M. L. GILLIAM (convener), Assistant Director of Institutional Research, Oklahoma State University

THE USE OF MARKETING RESEARCH IN ANALYZING SENIOR HIGH-SCHOOL STUDENTS' PERCEPTIONS AND ATTITUDES PERTAINING TO A MIDWEST REGIONAL UNIVERSITY

VAN D. PSIMITIS, Associate Professor of Marketing, Southeast Missouri State University
LOREN B. JUNG, Professor of Higher Education, Southern Illinois University-Carbondale

This study used a systematic marketing research effort. The market area of the university was segmented using social, economic, geographic, or historical grouping factors. High-school senior students were queried as to their perceptions of the effectiveness of existing promotional media, institutional accessibility, program comprehension, attendance costs, the influence of institutional controllable and noncontrollable factors, and overall institutional quality. From these findings, specific recommendations were made to the institution concerning its product development activities, its promotional strategies, its pricing policies, and marketing positioning considerations. It was concluded that the marketing concept is appropriate for universities and can be used as an effective tool for the overall improvement of the institution.

27L AUTHOR'S ROUNDTABLE (contributed paper)

RICHARD H. CADY (convener), Director of Institutional Research, University of New Mexico

AN EVALUATION OF STATE-IMPOSED ENROLLMENT LIMITS IN MARYLAND

GERALD R. THRASHER, Jr., Director of Institutional Research, University of Maryland-Central Administration

The policy of limiting new full-time freshman enrollment at Maryland public four-year institutions is evaluated. Individual data are used to trace the flow of qualified applicants denied admission to the University of Maryland-College Park. Methodologies appropriate for assessing similar policies are developed which use either aggregate or detailed data; the analyses are compared.

27M AUTHOR'S ROUNDTABLE (contributed paper)

ELIOT S. ELFNER (convener), Assistant Professor/Goals Impact Director, St. Norbert College

THE RELATIONSHIP BETWEEN COLLEGE GRADES AND ADULT ACHIEVEMENT RECONSIDERED

JOHN LEWIS, Chairperson, Department of Psychology, Win[illegible] University
KIM NELSON, Associate Director, Iowa Public TV Network

Using the models and data from two more recent studies, the re[illegible] between grades in college and adult achievement are examined. Previous studies [illegible] the criterion of job success as measured by supervis[illegible] ratings or level of salary. The studies considered in this paper were based on adult achievement criteria of three dimensions of occupational success, responsibility in social groups, and cultural-intellectual advancement.

HE 015 400

27N AUTHOR'S ROUNDTABLE (contributed paper)

JOSEPH J. [illegible] (convener), Director of Research, Texas College and University System

AN ANALYSIS OF STATE-LEVEL STUDIES OF THE ECONOMIC IMPACT OF HIGHER EDUCATION

JAMES L. MILLER, Jr., Professor of Higher Education, Center for the Study of Higher Education, University of Michigan
J. MICHAEL ERWIN, Institutional Grant Project Director, Institute of Labor and Industrial Relations, University of Michigan

At least twenty state-level studies of the economic impact of higher education, involving more than five hundred institutions, have been conducted during the past five years. These studies are examined in conjunction with a survey sent to state higher education agencies, community college boards, and private college associations in each of the fifty states. The analysis focuses on the methodologies employed; factors affecting accuracy, credibility, and ease of application; trade-offs involved in the choice of a technique; and qualifications cited by respondents concerning the usefulness of such studies.

28A CONTRIBUTED PAPERS (traditional)

JANIS H. WEISS (convener), Associate Dean of Instruction, North Hennepin Community College
W. KEVIN HUNT (facilitator), Director of Research, Planning, and Data Services, Tidewater Community College

28A(1) ASSESSING THE NEED AND USEFULNESS OF A BASIC SKILLS PROGRAM IN A COMMUNITY COLLEGE

MADAN CAPOOR, Director of Institutional Research, Middlesex County College

In view of skepticism in some quarters about the need and usefulness of basic skills remedial programs in community colleges, this study was conducted to assess such a program. Dividing all incoming freshmen into three categories—students not needing remediation, students completing remediation, and students not completing remediation—a longitudinal study was conducted to compare them on three key outcome variables. Data were analyzed using Chi square and analysis of variance, and appropriate conclusions were drawn from the results.

28A(2) BASIC SKILLS: PLACEMENT AND ACADEMIC PERFORMANCE

DANIEL J. A. ROSENTHAL, Director of Institutional Studies, Stockton State College
CHARLES TANTILLO, Vice President for Educational Services and Institutional Planning, Stockton State College

This research focuses on two aspects of a basic skills curriculum: placement into one or more skills courses and evaluation of academic performance of skills students in a four-year public

college A full-time first-time freshman cohort was identified and tracked for one academic year Fifty-four percent of the cohort placed into one or more skills courses. SAT average score was the best predictor of skills placement The end-of-year grade point average of students in skills courses was .4 below students who placed out of all skills courses High school percentile rank was the best predictor of academic performance

28B BETTER WAYS TO PERSUADE PRESIDENTS (seminar)

JEREMY R WILSON (convener) Associate Provost, Northwestern University
GLENN CUERDEN (presenter), Principal, Cuerden Advertising Design, Denver

This seminar, by an expert in communication through graphic design, described alternative ways of communicating data

28C CONTRIBUTED PAPERS (traditional)

BEATRICE T MAHAN (convener), Assistant Director of Institutional Research, Virginia Polytechnic Institute and State University
PEGGY HEIM (facilitator) Senior Research Officer, TIAA-CREF

28C(1) "QUALITY OF WORK LIFE" ISSUES FOR THE UNIVERSITY EMPLOYEE

JAMES L LITWIN, Director of Institutional Studies, Bowling Green State University

This paper reports on the central role of institutional research in a large-scale organizational development effort aimed at examining and upgrading the quality of work life for the nonacademic employee In a medium-sized public university, 769 employees completed a survey focused mostly on noneconomic issues such as job satisfaction, communications, and work conditions The survey and its subsequent follow-up was based on various applications of the quality-of-work-life concept developed in the business and industrial sectors. Findings on the sources of job satisfaction and the differences between work groups have been discussed with employee committees and institutional management

28C(2) MANAGEMENT REVIEWS: ASSESSING THE PERFORMANCE OF SUPPORT SERVICES IN AN ACADEMIC ENVIRONMENT

SHEPARD BRAUN, Associate Director of Institutional Analysis, University of Calgary

A variety of methodological approaches are examined for reviewing support services at universities and colleges The analysis discusses procedures for both direct and instructional support services such as library and computing and indirect services such as financial and ancillary. The analysis is based on a survey of recent literature and a review project currently being conducted at a western Canadian university

28D CONTRIBUTED PAPERS (traditional)

SISTER ANN C LUCIANO (convener) Assistant Professor of Mathematics, Western New England College
LOUISE TORRENCE (facilitator), Director of Institutional Research, University of Connecticut

28D(1) THE PRACTICE OF INSTITUTIONAL RESEARCH: TOWARD AN OPERATIONAL DEFINITION

DONALD J REICHARD, Director of Institutional Research, University of North Carolina at Greensboro
DENNIS D HENGSTLER, Evaluation Specialist, Office of Institutional Research, University of North Carolina at Greensboro
PAUL D NAYLOR, Research Assistant, University of North Carolina at Chapel Hill

This study is based on responses to the 1981 AIR Professional Development Needs Assessment Survey of persons employed in offices of institutional research, institutional analysis, or institutional studies Factor analysis was utilized in validating a 114-item taxonomy of institutional research activities Through discriminant analyses, the study provides an operational definition of institutional research as it is practiced in institutional and organizational settings which vary

according to (1) institutional type, (2) officers to whom institutional research offices report, (3) time period in which institutional research offices were established, (4) FTE size of institutional research staff and (5) fall 1980 head-count enrollment.

HE 015 415

28D(2) SEVEN MAXIMS FOR INSTITUTIONAL RESEARCHERS: APPLYING COGNITIVE THEORY AND RESEARCH-

JUDITH DOZIER HACKMAN, Associate Director of Institutional Research, Yale University

The paper presents seven institutional research maxims that are based on research and theory about how people cognitively process information. Cognitive findings underlying each maxim are given, with concrete examples of how institutional researchers can apply the maxims to improve collection, analysis, and (especially) presentation of information to decision makers.

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28E CONTRIBUTED PAPERS (traditional)

W. SAM ADAMS (convener), Assistant Graduate Dean, University of Wisconsin-Oshkosh

CHARLES I. BROWN (facilitator), Assistant Professor of Education, Fayetteville State University

28E(1) PREDICTING STUDENT PROGRESSION: THE INFLUENCE OF RACE AND OTHER STUDENT AND INSTITUTIONAL CHARACTERISTICS ON COLLEGE STUDENT PERFORMANCE

ERICA J. GOSMAN, Education Program Analyst, Tennessee Higher Education Commission

MICHAEL T. NETTLES, Assistant Director, Tennessee Higher Education Commission

BETTY A. DANDRIDGE, Educational Program Analyst, Tennessee Higher Education Commission

ROBERT THOENY, Associate Director, Tennessee Higher Education Commission

The authors report on the first year's results of a two-year Ford Foundation-sponsored study of black student retention and progression in higher education. The study focuses upon twenty-four public and private universities in seven states that formerly had de jure segregated systems of higher education. In addition to disseminating first-year results, the paper focuses upon the historical treatment of the student desegregation problem, both legally and educationally. A theoretical framework for designing special programs for improving student progression on different types of campuses is offered through a set of case studies developed by the authors.

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28F CONTRIBUTED PAPERS (traditional)

T. DARY ERWIN (convener), Research Psychologist, Texas A&M University

JOHN E. STECKLEIN (facilitator), Professor, Psychology Foundations, University of Minnesota

28F(1) THE USE OF AN EXPECTANCY-VALUE MODEL IN STUDYING A UNIVERSITY'S IMAGE

JOHN A. MUFFO, Director of Institutional Research, Cleveland State University

THOMAS W. WHIPPLE, Professor of Marketing, Cleveland State University

The paper demonstrates the use of an expectancy-value model, common to consumer-marketing studies, in analyzing the market position of an urban university. Using data gathered from 1,850 respondents among six different constituent groups, it describes how various institutions of higher education are positioned in the minds of the public as to important attributes of colleges and universities. Such data are then utilized to show how changes in perceptions could lead to changes in postsecondary attendance patterns among the populace surveyed.

HE 015 418

28F(2) **PERSISTENCE TOWARD A DEGREE IN URBAN NONRESIDENTIAL UNIVERSITIES**

JAMES E GREENE, Jr Registrar, Georgia State University
JOSEPH S STURGEON, Administrative Specialist, Georgia State University
JAMES E. PRATHER, Senior Research Associate, Georgia State University

Persistence by students toward a college degree has been widely studied; however, the findings of these studies typically offer little hope that the institution will find a case of attrition that is amenable to policy change. This research focuses specifically on those factors that are within the institution's control The study employs multivariate analytical techniques using longitudinal data on over 12,000 undergraduate students in a wide range of programs of study. Persistence in a degree program is considered a measure of how well the university is achieving its goal of educating the nontraditional as well as the traditional student.

HE 015 401

28K ELEMENTS OF AN INFORMATION TECHNOLOGY IMPACT ANALYSIS (panel)

BERNARD [illegible]EHAN (moderator) Professor, Faculty of Management, University of Calgary
CARL R ADAMS, Professor of Management Science, University of Minnesota
RICHARD L MANN, Director of Institutional Research and Information Systems, University of Kansas

The panel initiated discussion on qualitative and political elements of an information technology impact analysis addressing questions of the following sort from the perspective of the institutional research and planning practitioner: How does one define, then determine, the current state of technological advancement and its impact on campus? What are the important trends in technology? What are the issues and their ramifications for teaching, for costs, and for effective operations? What sort of recommendations are made about institutional organizations processes to management change arising from advances in information technologies? The central question is, How can my institution cope with rapidly changing information technology?

28L PROGRAM EVALUATION IN WESTERN CANADIAN COMMUNITY COLLEGES (panel)

C. NEIL RUSSELL (moderator), Manager, Program Development and Evaluation, Community Colleges Division, Manitoba Department of Education
LYNDA WALLACE-HULECKI, Institutional Research Coordinator, Mount Royal College
BARRY WARRACK, Senior Research Analyst, Department of Labour and Manpower, Province of Manitoba

The purpose of this session was to provide an overview of how program evaluation is undertaken in various community colleges and a central agency in western Canada. Program evaluation was discussed from the perspective of the participant's institution and from the position of a centralized community college system.

Forum Program Participants and Contributors

FORUM PROGRAM PARTICIPANTS AND CONTRIBUTORS (350)

97

Young, Michael E.
9F(2); 12N; 13D, 25E(2)

Zammuto, Raymond F.
21D

Zirkes, Mona
9A(2)

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Forum Registrants

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SECTION TWO
AIR DIRECTORY, 1982-83

Governance Documents

The Association for Institutional Research was incorporated as a non-profit corporation under the laws of the State of Michigan on February 1, 1966, with John Stecklein, Stewart Grout, and James Montgomery signing as incorporators. It is also registered as a "foreign corporation" in Florida and is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

CONSTITUTION AND BYLAWS

(as revised 1982)

Constitution

Article I.
Name

The name of this organization shall be the Association for Institutional Research.

Article II.
Purposes

The major purposes of the Association for Institutional Research shall be to benefit, assist, and advance research leading to improved understanding, planning, and operation of institutions of postsecondary education. Research focused on a single institution and that concerned with groups of institutions both fall within these purposes. In keeping with the dynamic nature of institutions of postsecondary education, the Association shall encourage the application of appropriate methodologies and techniques from many disciplines. It shall also publish and exchange information with respect to institutions of postsecondary education and shall use such means as are necessary and proper to accomplish these objectives, including the raising of funds through gifts, devises, bequests, or otherwise.

Except for the distribution of information, reports, and other similar documents to members and officers, no part of the assets of the Association nor any income or gains to it shall inure to the benefit of its members or officers. Reasonable and normal compensation for services actually rendered and/or reimbursement of expenses properly incurred may be paid to members or officers.

Article III.
Membership

Section 1. Membership in the Association for Institutional Research and election or appointment to any committee are not based on race, ethnic origin, sex, age, or religious conviction.

Section 2. There shall be the following categories of individual membership: regular membership, graduate membership, emeritus membership, and distinguished membership. Review of and action on applications for membership shall be the responsibility of the Secretary.

Section 3. To be eligible for regular membership, a person must (1) be actively engaged in research leading to the improved understanding, planning, and operation of institutions of postsecondary education, or (2) be interested in the methodology and results of institutional research.

Section 4. To be eligible for graduate student membership, a person must be actively pursuing a graduate degree, must not be employed full time, and must (1) be actively engaged in research leading to the improved understanding, planning, and operation of institutions of postsecondary education, or (2) be interested in the methodology and results of institutional research.

Section 5. To be eligible for emeritus membership, a person must be retired and must have been an active member of the Association for a minimum of five years immediately preceding retirement.

Section 6. Distinguished membership may be awarded to members or former members who have made distinguished contributions to institutional research. Nominations for distinguished membership shall be made to the Secretary. An affirmative vote of two-thirds of the Executive Committee shall be required for the awarding of distinguished membership. Persons who formerly held honorary membership shall hereafter hold distinguished membership.

Section 7. Only regular and distinguished members shall be eligible to vote on association business and hold elective office in the Association.

Section 8. The Executive Committee may, by affirmative vote of two-thirds of the members of the Committee, terminate the membership of any person who becomes ineligible for membership because of changes in professional activities or interests.

Section 9. Members whose dues are not paid within four months after the due date shall be automatically dropped by the Secretary from membership in the Association.

Article IV.
Officers

Section 1. The officers of the Association shall consist of the President, the Vice President, the Treasurer, the Secretary, the Immediate Past President, the Forum Chair, and the Associate Forum Chair.

Section 2. President. The President shall chair the Executive Committee and preside at the business meetings of the Association. The President shall also represent the Association in relations with other professional and educational organizations, foundations, and governmental agencies. The term of office of the President shall be one year, or until a successor takes office.

Section 3. Vice President. The Vice President shall serve as vice chairperson of the Executive Committee and shall represent the President when the latter is unable to perform the duties specified above. The Vice President shall succeed to the office of President at the termination of the one-year term as Vice President, or when a successor takes office.

Section 4. Treasurer. The Treasurer shall be responsible for the receipt and disbursement of all funds of the Association and for the establishment and maintenance of appropriate records of all fiscal transactions. The Treasurer shall ensure that all expenditures are within the approved budget and have been properly incurred under the policies of the Association. The term of office of the Treasurer shall be three years, or until a successor takes office.

Section 5. Secretary. The Secretary shall be responsible for the minutes of the meetings of the Executive Committee and of the annual and any special business meeting, the maintaining of the list of members of the Association, and the sending of notices. The Secretary shall be Membership Chairman. The term of office of the Secretary shall be three years, or until a successor takes office.

Section 6. Immediate Past President. The Immediate Past President shall chair and convene the Nominating Committee. The term of office of the Immediate Past President shall be one year, or until a successor takes office.

Section 7. Forum Chair. The Forum Chair shall be responsible for chairing the annual Forum, for organizing the program of the Forum, and for supervising the activities of the various committees and subcommittees established to support or develop Forum activities. The term of office of the Forum Chair shall be one year, or until a successor takes office.

Section 8. Associate Forum Chair. The Associate Forum Chair shall assist the Forum Chair by carrying out duties and responsibilities assigned by the Forum Chair. The Associate Forum Chair shall succeed to the office of Forum Chair at the termination of the one-year term as Associate Forum Chair, or when a successor takes office.

Article V.
Executive Committee

Section 1. The Executive Committee shall consist of the President, the Vice President, the Treasurer, the Secretary, the Immediate Past President, the Forum Chair, the Associate Forum Chair, and four Executive Committee Members-at-large.

Section 2. The Executive Committee shall, acting in concert, have full authority to act for and on behalf of the Association except as otherwise specified in this Constitution, any amendments, and in the Bylaws. The Executive Committee shall be responsible for recommending a budget for approval by the membership at the annual business meeting, assuring an annual independent audit of the financial records, such duties as are specified in the Constitution and in the Bylaws, and such other duties as are required for the management of the Association's affairs.

Section 3. Two Members-at-large of the Executive Committee shall be elected each year. The term of office of each of the four Members-at-large shall be two years, or until a successor takes office.

Section 4. For purposes of incorporation, the Executive Committee may also be known as the Board of Directors.

Article VI.
Delegation of Responsibility

The Executive Committee shall have the authority to establish an office for the conduct of the Association's affairs, to employ an administrator, and to delegate to that person such responsibilities as are not in conflict with this Constitution, any amendments, and the Bylaws.

Article VII.
Meetings

The annual business meeting of the Association shall be held in conjunction with the annual Forum. Special business meetings may be called by the Executive Committee.

Article VIII.
Nominations and Elections

Section 1. There shall be a Nominating Committee consisting of the Immediate Past President and five members elected by the membership. The term of office of each member of the Nominating Committee shall be one year, or until a successor takes office.

Section 2. At least six months before the annual Forum, the Nominating Committee shall issue to the membership a call for nominations for the offices and positions for which the term is scheduled to expire.

Section 3. The Nominating Committee shall prepare and report to the Executive Committee, for transmission to the membership, a double slate of candidates for the Nominating Committee and one or more candidates for each of the other positions for which an election is to be held.

Section 4. The Executive Committee shall be responsible for ensuring the proper conduct of elections and for reporting the results to the membership.

Section 5. At least sixty (60) days before the annual Forum, the ballot shall be mailed to all voting members of the Association. The ballot shall contain the slate forwarded by the Nominating Committee and shall also make provision for writing in additional names for each position. To be counted, ballots must be postmarked no later than thirty (30) days and received no more than forty-five (45) days after the mailing date.

Section 6. In the event of a tie vote for a specific elective office resulting from the mailed ballots, a majority vote of the full membership of the Executive Committee shall resolve the tie.

Article IX.
Vacancies

Vacancies in any office or on the Executive Committee or the Nominating Committee shall be filled by appointment by the Executive Committee for the unexpired terms.

Article X.
Committees

Section 1. The President, with the approval of the Executive Committee, shall establish such committees as shall be deemed necessary to carry on the activities of the Association.

Section 2. There shall be a Publications Board which shall operate under terms of reference reviewed and approved annually by the Executive Committee.

Section 3. There shall be a Professional Development Services Board which shall operate under Terms of Reference reviewed by the Executive Committee.

Article XI.
Affiliated Groups

Regional, provincial, state, or other interest groups whose purpose is to advance the practice of institutional research among their membership in ways consistent with the purposes of the Association may be recognized as affiliates.

Article XII.
Bylaws

Section 1. The Association shall, for the conduct of its affairs, adopt bylaws not inconsistent with this Constitution.

Section 2. Bylaws and amendments to them may be initiated by any of the following means:

a. through action originating in the Executive Committee and approved by a majority vote of that committee

b. through a petition submitted by any voting member of the Association and approved by a majority of the Executive Committee

c. through a petition signed by twenty-five (25) or more members of the Association and filed with the Secretary.

Section 3. The Executive Committee shall be responsible for printing any proposed bylaws or amendment(s) to them, if duly and properly initiated, and for submitting them to the voting members for vote (by either of the following means):

a. at an annual business meeting, provided that the proposed change has been filed with the Secretary thirty (30) days prior to the annual business meeting, or

b. by mail ballot.

Section 4. A bylaw or amendment to the Bylaws must be approved by an affirmative vote of the majority of (one of the following):

a. the members present and voting at an annual business meeting, in the case of Section 3(a) above, or

b. those members voting whose ballots shall have been postmarked on or before the thirtieth (30th) day and received on or before the forty-fifth (45th) day after the mailing of the ballots, in case of Section 3(b) above.

Section 5. Changes in the Bylaws shall become effective immediately after approval.

Article XIII.
Amendments

Section 1 Amendments to the Constitution may be initiated by any of the following means:

a. through action originating in the Executive Committee and approved by a majority vote of the Committee

b. through a petition submitted by any voting member of the Association and approved by a majority of the Executive Committee

c. through a petition signed by fifty (50) or more voting members of the Association and filed with the Secretary.

Section 2. The Executive Committee shall be responsible for printing the proposed amendment, if duly and properly initiated, and submitting it to the voting members by mail ballot.

Section 3. An affirmative vote by two-thirds of those members voting whose ballots shall have been postmarked on or before the thirtieth (30th) day and received on or before the forty-fifth (45th) day after the mailing of the ballots, shall be required for the adoption of the amendment.

Section 4. Amendments to the Constitution shall go into effect thirty (30) days after adoption.

Article XIV.
Incorporation

The Association shall be incorporated as a non-profit corporation.

Article XV.
Quorum

Section 1. Twenty (20) members attending a business meeting of the Association shall constitute a quorum.

Section 2. A quorum at any meeting of the Executive Committee shall consist of six (6) members.

Article XVI.
Dissolution

Although it is intended that the term for which it is to exist is perpetual, in the event of dissolution, all assets of the Association shall be distributed only to an organization or organizations with the same or similar purposes that qualify for exempt status under section 501(c)(3) of the Internal Revenue Code of 1954.

Bylaws

Section 1. Notice of Meetings.

The Secretary shall be responsible for notifying all members of the date and place of the annual business meeting at least sixty (60) days prior to the Forum. Special business meetings may be called by the Executive Committee upon giving sixty (60) days written notice to all members.

Section 2. Calendar.

a. The membership year shall begin at the end of the annual business meeting at the Forum. (Persons paying dues on a calendar-year basis for 1981 shall be considered to be members in good standing until the end of the 1982 annual business meeting.)

b. The term of office for each position filled by election shall begin at the end of the annual business meeting at the next Forum.

c. The fiscal year shall begin June 1.

Section 3. Membership Fee.

a. The membership fee structure shall be reviewed periodically by the Executive Committee, and any proposed change shall be submitted to the voting members for consideration at the annual business meeting or by mail ballot.

b. A two-thirds vote of the members attending and voting at the annual business meeting or a two-thirds vote of those members voting, whose ballots shall have been postmarked on or before the thirtieth (30th) day and received on or before the forty-fifth (45th) day after the mailing of the ballots, shall be required for change in the membership fee structure.

Section 4. Procedure.

The latest edition of *Robert's Rules of Order* shall govern all meetings of the Association insofar as they are applicable and not inconsistent with the Constitution and Bylaws of the Association.

Section 5. Guidelines for Affiliation with the Association for Institutional Research.

a. To apply for affiliation, the regional, provincial, state, or other group shall forward a request to the Secretary of the Association, to include:

(1) a statement giving the name and purposes of the group

(2) a copy of the constitution and bylaws of the group, if such exist

(3) a list of current members, or participants if membership is informal

(4) the name of a person from the group, who is also a member of the Association, designated to serve as liaison.

b. The Executive Committee of the Association will act on all requests for affiliation.

GUIDELINES FOR AWARDING DISTINGUISHED MEMBERSHIP

Article III, Section 6, of the 1978 Constitution of the Association for Institutional Research states: "Distinguished membership may be awarded to members or former members who have made distinguished contributions to institutional research. Nominations for distinguished membership shall be made to the Secretary. An affirmative vote of two-thirds of the Executive Committee shall be required for the awarding of distinguished membership. Persons who formerly held honorary membership shall hereafter hold distinguished membership."

General Policy

Distinguished membership should be a meaningful recognition bestowed sparingly and only to those persons who have made significant and substantial contributions to the field of institutional research. Distinguished membership should not be used to recognize persons retiring from active service in institutional research, who perhaps may have earned "emeritus" rather than "distinguished" membership.

Distinguished membership status shall be awarded for the lifetime of the individual.

Criteria

A member or former member nominated for distinguished membership should meet the following qualifications:

1. Has contributed substantially to the field of institutional research over a long period of time, either as an active participant in institutional research or through a supporting role
2. Through the work and/or research, the influence of this person has been felt on postsecondary education
3. If active in institutional research, has contributed to widely disseminated research and has been an active and contributing member of the Association for Institutional Research
4. If in a "supporting" role (i.e., president, college teacher, etc.), has widely publicized and supported the development of institutional research and has contributed to research in the field.

Procedure for Selection

1. During the fall of each year, members of AIR may submit nominations for distinguished membership to the Secretary. The Secretary will contact the nominee to obtain pertinent professional data.
2. All nominations shall be screened by the Membership Committee and additional information obtained, if desired, on any person so recommended.
3. Nominations for distinguished membership to the Executive Committee shall be made by a two-thirds affirmative vote of the Membership Committee.
4. As specified in the Constitution, an affirmative vote of two-thirds of the Executive Committee shall be required for distinguished membership.
5. The occasion and manner of recognizing distinguished members shall be determined by the Executive Committee.
6. Criteria and procedures for selecting distinguished members shall be distributed to all AIR members.

Membership Dues for Distinguished Members

No membership dues nor Forum fees shall be assessed for distinguished membership.

GUIDELINES FOR AWARDING EMERITUS MEMBERSHIP

Article III, Section 5, of the 1978 Constitution of the Association for Institutional Research states: "To be eligible for emeritus membership, a person must be retired and must have been an active member of the Association for a minimum of five years immediately preceding retirement."

General Policy

Emeritus membership is a status awarded by the Executive Committee upon recommendation of the Membership Committee to a person meeting the criteria on emeritus membership.

Emeritus members shall receive all rights and privileges of regular membership, except the right to vote or to hold elective office.

Emeritus membership shall be awarded for the lifetime of the member.

Criteria

1. A member shall be considered to have retired when he/she has formally terminated his/her regular professional employment through retirement. Continuation or resumption of employment on a part-time or non-continuing basis following retirement shall not affect eligibility for emeritus membership status.
2. The five-year continuous active AIR membership requirement shall be restricted to the regular membership category (including distinguished members).

Procedure for Selection

1. Each year at membership renewal time, members shall be given the opportunity to designate that they have formally retired.
2. Members should notify the Association of eligibility for emeritus status.
3. The Executive Secretary shall monitor all requests for emeritus membership, insuring that the minimum membership requirement has been met.
4. Emeritus members must notify the Executive Secretary annually to maintain membership benefits.
5. Criteria and procedures for obtaining emeritus membership status shall be distributed to all Association members.

Membership Dues for Emeritus Members

No membership dues nor Forum fees shall be assessed to emeritus members.

GUIDELINES FOR THE AIR OUTSTANDING SERVICE AWARD

An Outstanding Service Award (OSA) has been created to recognize members or former members who have made extraordinary and sustained contributions to the Association for Institutional Research for a period of at least five years. Nominations for OSA shall be to the secretary of the Association. An affirmative vote of two-thirds of the Executive Committee shall be required for the award. The OSA may be awarded posthumously.

General Policy

The Outstanding Service Award (OSA), bestowed sparingly, should be a meaningful recognition of those individuals who have provided exemplary service and professional leadership to the Association for Institutional Research and who have actively supported and facilitated the goals and constitution of AIR.

The OSA is not intended to duplicate the types of individual membership categories specified in the Constitution, Article III. The OSA differs from the Distinguished Membership Award in that the former is restricted to members or former members who have exhibited outstanding service to the Association, whereas the latter is awarded to members or former members who have made distinguished contributions to the broad field of institutional research. The two awards are mutually exclusive; however, a member can be eligible for both awards.

Criteria

The nominee for the Outstanding Service Award (OSA) must have been an AIR member for at least *five years* and not a member of nor a candidate for the Executive Committee during the year the person is nominated. In addition, the nominee must meet at least two of the following three general criteria categories:

1. Has been a member of an AIR committee or board as specified in the Constitution, Article X.
2. Has been an officer of or a recognized leader in the establishment of a regional, provincial, state, or special interest group which is associated with AIR.
3. Has made a professional contribution to AIR by being actively involved in a combination of the following:
   a. Presented contributed papers at the AIR Forum
   b. Organized, offered, or acted as a primary participant in workshops at the AIR Forum, AIR regional workshops, or workshops sponsored by affiliated AIR groups
   c. Participated in seminars at the AIR Forum
   d. Chaired contributed paper and/or special interest group sessions at the AIR Forum
   e. Contributed in some other specific and significant way which has advanced the professionalization of AIR.

Application of Criteria

The criteria outlined above are largely quantitative in nature and serve as minima for nominee consideration. A nominee meeting these criteria is *not assured selection.* Rather, the spirit of the OSA has a qualitative dimension as well. The award is intended to recognize individuals who have made noteworthy personal contributions to the Association. Therefore, supportive nomination letters should emphasize qualitative as well as quantitative assessments of the nominee's contributions.

Procedures for Selection and Recognition

1. During the fall of each year, AIR members may submit nominations for Outstanding Service Award to the Secretary. The Secretary will contact the nominee to obtain pertinent professional data and specific information that the person meets the criteria outlined above.
2. The primary nominator should ask at least two other AIR members to provide supporting letters of recommendation to the Secretary.
3. All nominations shall be screened by the Membership Committee.
4. An affirmative vote of two-thirds of the Membership Committee shall be required in order to forward a nomination to the Executive Committee.
5. An affirmative vote by two-thirds of the Executive Committee shall be required for approval of an Outstanding Service Award.
6. The occasion and manner of recognizing the Outstanding Service Award recipient(s) shall be determined by the Executive Committee.
7. Criteria and procedures for selecting Outstanding Service Award recipients shall be distributed to all AIR members.

MINUTES OF THE 1982 ANNUAL BUSINESS MEETING

The Denver Hilton Hotel, Denver, Colorado
May 18, 1982

The following items are appended to the original of these minutes:

A. Packet of agenda materials distributed to each Forum registrant, including the following items:
   1. Agenda for the meeting *(A-1)*
   2. Minutes of the 1981 Annual Business Meeting *(A-2)*
   3. Written reports of the officers and committees (including 1981–82 financial information and 1982–83 projected budget for each area) *(A-3-17)*
   4. Proposed budget for FY 1982–83 *(page 6)*

B. FY 1981–82 Budget and Projected Actuals/FY 1982–83 Budget Proposal Development.

The meeting was called to order by the president, William L. Tetlow, at 7:30 a.m. A quorum was present.

I. Minutes of the 1981 Annual Business Meeting *(A-2)*
Action: Motion (W. Sam Adams), and second that the minutes be approved without correction. The motion carried.

II. Reports of Officers and Committees
Tetlow asked that each officer/committee chair make a few brief remarks about his/her area of responsibility or report. *(Only items of import not included in those reports will be noted here.)*

A. President/Executive Committee *(William L. Tetlow)*: None. *(A-3)*
B. Treasurer/Finance Committee *(William L. Tetlow in the absence of the treasurer, Hans H. Jenny)*: None. *(A-4)*
C. Executive Secretary/Executive Office *(Jean C. Chulak)*: None. *(A-5)*
D. Vice President *(William F. Lasher)*: Lasher stated that he plans to establish a "blue ribbon" commission during his term as president—to review the fundamental purpose (the role and scope) of the Association. *(No written report)*
E. Secretary/Membership Committee *(Jack E. Rossmann)*: Rossmann announced that the Executive Committee had acted on the recommendations of the Membership Committee and that three Outstanding Service Awards would be presented at the Awards Luncheon on May 19. He urged members to be thinking about nominations for next year. *(A-7)*
F. Immediate Past President/Nominating Committee *(George Beatty, Jr.)*: None. *(A-6)*
G. Publications Board *(William P. Fenstemacher in the absence of Board Chair Paul Jedamus)*: Fenstemacher noted that the Board had met on Sunday, May 16, to review the status of all board projects. *(A-8)*
H. Professional Development Services (PDS) Board *(Donald J. Reichard)*: None. *(A-9)*
I. Associated Groups Committee (formerly Regional/Special Interest Groups Commitee) *(Oscar T. Lenning)*: None. *(A-10)*
J. Higher Education Association Articulation Committee *(Denise Strenglein)*: None. *(A-11)*
K. Committee of Correspondents *(William L. Tetlow for Charles H. Belanger)*: The committee met on May 17 and will recommend that the committee name be changed to "Committee for International Liaison." *(A-12)*
L. Site Selection *(William F. Lasher)*: None. *(A-13)*
M. Future Forum Arrangements *(William F. Lasher)*: None. *(A-14)*
N. 1982 Forum Committee *(Daniel R. Coleman)*: Coleman announced tentative Forum registration of 728 persons. He asked for feedback (to the 1983 Forum chair) on the new Forum components: table topic and symposia sessions, SIG Fair, exhibits, added social mixers. *(A-15)*
O. Associate Forum Chair *(1983 Forum Committee—Mantha V. Mehallis)*: The theme of the 1983 Forum will focus upon the integration of human resources and technology. It will be held at the Sheraton Centre, Toronto, Ontario, May 23–26. *(A-16)*

Mehallis introduced Daniel W. Lang, local arrangements vice chair, who issued an invitation to Toronto. He noted that the Forum coincides with a major Canadian holiday,

Victoria Day, and that the conference will be held from Monday through Thursday (instead of Sunday–Wednesday).

III. Proposed Budget *(William L. Tetlow in the absence of the treasurer)*
Tetlow referred the members to *Page 6* of the Agenda Packet and to *Appendix B.* Vice-President Lasher then assumed the chair so that Tetlow could explain and answer questions about the above items and present the proposed budget. Overhead displays presented 1981–82 and projected 1982–83 information in "pie chart" format.

Action: Motion (Robert Winter) and second that the proposed 1982–83 budget of $152,375 (Page 6, Column 3, of the Agenda Packet) be approved. There was brief discussion.

Motion (Gerald H. Lunney) and second to call the question. By voice vote, the motion to call the question carried.

The main motion, by voice vote, carried without any "no" votes.

IV. Old Business (None)

V. New Business (None)

VI. Recognition of Outgoing Officers
Tetlow recognized the following persons who were going off the Executive Committee: George Beatty, Jr. (to whom the traditional Past President's Plaque was presented), Daniel R. Coleman (1982 Forum chair), Paul Jedamus (member-at-large/publications board chair, but not present), and Donald J. Reichard (member-at-large/professional development board chair).

VII. Tellers Committee Report *(William L. Tetlow for Paul J. Carney)*
Tetlow referred members to the vote tallies displayed in Appendix A-17 (constitutional and bylaw amendments/dues increase/officers). He then introduced the following newly elected officers: W. Sam Adams (vice president), Donald M. Norris (associate Forum chair), Marilyn McCoy (member-at-large, but not present), Laura E. Saunders (member-at-large), and nominating committee members Deborah J. Teeter, Margaret L. (Peggy) Moore, Charles I. Brown, Robert F. Grose, and Joseph E. (Tim) Gilmour.

VIII. Installation of Officers
The gavel was formally passed to William F. Lasher, president for 1982–83, who called for any additional business to come before the meeting. There was none.

The meeting adjourned at 8:57 a.m.

AGENDA AND BACKGROUND MATERIALS FOR THE ANNUAL BUSINESS MEETING

The Association for Institutional Research
Annual Business Meeting
Tuesday morning, May 18, 1982, 7:30 a.m.
Grand Ballroom--The Denver Hilton Hotel
Denver, Colorado

Agenda Item *(APPENDIX A-1)*	Background-- Packet Page No.
1. Minutes of the 1981 Annual Business Meeting *(NOT IN AIR 1982-1983)*	1-2
2. Reports of officers and committees	
a. President/Executive Committee *(William L. Tetlow)*	3-4
b. Treasurer/Finance Committee *(Hans H. Jenny)*	4-6
c. Executive Secretary/Executive Office *(Jean C. Chulak)*	6-9
d. Immediate Past President/Nominating Committee *(George Beatty, Jr.)*	9-10
e. Vice President (see Site Selection and Future Forum Arrangements) *(William F. Lasher)*	-
f. Secretary/Membership Committee *(Jack E. Rossmann)*	10-11
g. Publications Board *(Paul Jedamus)*	11-12
h. Professional Development Services (PDS) Board *(Donald J. Reichard)*	12-14
i. Associated Groups Committee (formerly Regional/Special Interest Groups) *(Oscar T. Lenning)*	14-15
j. Higher Education Association Articulation Committee *(Denise Strenglein)*	15-16
k. Committee of Correspondents *(Charles H. Belanger)*	17
l. Site Selection Committee *(William F. Lasher)*	17-18
m. Future Forum Arrangements Committee *(William F. Lasher)*	18-19
n. 1982 Forum Chair/Committee *(Daniel R. Coleman)*	19-20
o. Associate Forum Chair (1983 Forum Chair) *(Mantha V. Mehallis)* -Introduction of the 1983 Local Arrangements Vice Chair, Daniel W. Lang	20
p. Tellers Committee *(Paul B. Carney)* (see Agenda Item 7)	21-22
3. Proposed budget for 1982-83 *(Hans H. Jenny, Treasurer)* *Note: Additional materials may be included in the Forum registration packet and/or be available in the Forum registration area.*	4-6
4. Old business	
5. New business	
6. Recognition of outgoing officers and executive committee members *(President Tetlow)*	
7. Report of the Tellers Committee *(Paul B. Carney/President William L. Tetlow)*	21-22
8. Installation of officers	
9. Adjournment	

ANNUAL REPORT OF THE PRESIDENT/EXECUTIVE COMMITTEE (A-3)

William L. Tetlow

Committee Charge. To carry out the Association's business and act on behalf of the Association except as otherwise specified in the constitution, any amendment, and the by-laws.

Committee Members: William L. Tetlow (chair), William F. Lasher (vice-president), George Beatty, Jr. (immediate past president), Hans H. Jenny (treasurer), Jack E. Rossmann (secretary), Daniel R. Coleman (Forum chair), Mantha V. Mehallis (associate Forum chair), and Paul Jedamus, Oscar T. Lenning, Donald J. Reichard, and Denise Strenglein (members-at-large).

Original Budget. $11,600 (including $300 president's discretionary fund)

In a letter to all members earlier this year, I stated that our efforts this year were mainly directed toward managing the transition to new constitution and budgetary arrangements. The theme of this year's Forum--Responding to Qualitative and Political Issues--is also very descriptive of the past year for the executive committee. On the qualitative side, the problem was similar to that faced by many of you in your own institutions: how to maintain quality of services and program for an ever-increasing membership, reduce expenditures, reallocate funds to new ventures like professional development, and make twelve months of revenue stretch over a seventeen-month expense period! Well, we did the following:

- Rescheduled the four regular executive committee meetings so that two could be held in conjunction with the Forum, thus saving approximately $5,000 annually in travel costs.
- Made the executive committee meetings more cost effective by combining executive, future Forum, and site selection functions. Thus, meetings were held in Toronto (Forum 1983) and Orlando (Forum 1986). Given the home locations of the executive committee members, those two sites were also the lowest cost for air fare and hotel, resulting in a 30 savings against budget.
- Arranged for a snow storm in Chicago to force the cancellation of the publications board meeting, while leaving Norm [illegible] flying all over North America. Cost savings were $5,000--less any future emoluments to Norm.
- Combined mailings from the central office to minimize postal cost.
- Authorized destruction of obsolete records in the central office.
- Proposed an increase in membership fees (the first since 1976) to increase revenue and commenced the restoration of reserves.
- Clarified operational procedures for the professional development services board to minimize the "start up" subsidy and encourage a "user pay" philosophy.

On the "political" side of things, we:

- Took a stance supporting the ERIC Clearinghouses and emphasizing their value to institutional researchers and higher education policy makers.
- Became a sponsoring organization, for a one-year trial period, of the Joint Committee on Standards for Educational Evaluation.
- Established a higher education articulation commitcee to develop and formalize relationships that would lead to cooperative and, hopefully, cost-saving endeavors in the future.

And then we took actions that clearly had both qualitative and political dimensions, such as:

- Beginning a classification and restructuring of all AIR-associated groups for the purpose of clarifying relationships and for yielding more synergistic results.
- Accelerating the AIR budget preparation timetable, which greatly increased the dissemination of budget information and improved the consultation process.
- Proposing constitutional and by-law amendments to enable <u>all</u> qualified members to vote on membership fee questions, not just those able to attend the annual business meeting.

Now, in the closing days of the 1981-82 AIR administration, we have established two committees whose work will commence at this 22nd annual Forum. The first is an advisory committee on possible microcomputer applications for the central office. The second is a fact book committee, under the chairmanship of Jim Nichols, whose charge is to compile and consolidate the AIR data necessary for informed policy and decision making. Yes, like the shoemaker's children who went unshod, your executive committee found itself, on occasion, having to make decisions without the benefit of the data. "Never more . . ."

In sum, our efforts have been directed toward maintaining and improving the quality of our professional association while exercising considerable financial restraint. As one of my corporate friends has said, "In these times, it is a major accomplishment to keep your keel in the water, let alone maintain a steady course."

Note: The following budget is part of the "general administration" function.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 300	$ 1,000	$_____	$ 1,125
Postage/Shipping	-	-	_____	25
Travel/Per diem	11,000	8,615	_____	10,950
Contingency	300	300	_____	500
Total	$11,600	$ 9,915	$_____	$12,600

ANNUAL REPORT OF THE TREASURER/FINANCE COMMITTEE (A-4)

Hans H. Jenny

Committee Charge: To assess proposed programs and budget requests for their overall impact on the Association's finances and to make recommendations to the executive committee.

Committee Members: Hans H. Jenny (chair), William L. Tetlow, William F. Lasher, George Beatty, Jr., and Daniel R. Coleman (all ex officio).

Original Budget for the Treasurer: $200

Note: The treasurer's budget is part of the "general administration" function.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 200	$ 200	$_____	$ 150
Postage/Shipping	-	-	_____	25
Duplicating/Printing	-	-	_____	25
Total	200	200	_____	200

Association Financial Report

1980-81

Financial statements for the last fiscal period--the eleven months from July 1, 1980, through May 31, 1981--show actual revenue of $97,447.91 and actual expense of $135,244.00 (in addition to in-kind income--and corresponding expense--from Florida State University). The reports also reflect a decrease in the fund balance of $37,796.09. The unrestricted fund balance at the end of the period was $54,709.20; a restricted balance to fund budgeted projects not completed at the end of the period was $3,380.88.

The 1980-81 financial condition of the Association was affected significantly by the decision of the executive committee not to ask for prorated dues for the longer membership period created when the membership year was changed to coincide with the Forum. Since the Association had significant reserve funds, it was felt that the transition could be accomplished by drawing on them. The executive committee will, however, be exploring ways to restore all or part of the reserve funds.

The overall reserve draw-down was made up of two elements: (1) an operating deficit of $9,212.43 (not including the restricted funds but, even when including them, much smaller than the $22,315.00 which had been budgeted) and (2) dues income of $28,583.66 which had to be assigned to 1981-82 revenue. The tables which follow provide some detail on the Association's financial condition at the end of the fiscal period.

Financial Report
July 1, 1980 - May 31, 1981

Table 1 Assets, Liabilities, and Fund Balance

Assets		
[illegible]		$ 20.00
Savings account		[illegible]
Certificates of deposit		33,070.00
[illegible]		[illegible]
Accounts receivable		5,922.71
Prepaid expense		[illegible]
Furniture and equipment	$ 5,200.82	
[illegible]	[illegible]	
Total assets		$104,410.72
Liabilities		
[illegible]		1,790.00
[illegible]		15,032.50
[illegible]		50.62
[illegible]		28,583.00
Total Liabilities		$ 46,370.64
Fund Balance		
Restricted		3,380.88
Unrestricted		54,709.20
Total Fund Balance		$ 58,090.08
Total Liabilities and Fund Balance		$104,410.72

Table 2 Change in Fund Balance

Category	Original budget	Adjusted budget	Actual	Restricted	Actual and restricted
Fund Balance July 1, 1980			$ 95,886.17		$ 95,886.17
Fund Balance May 31, 1981			$ 58,090.08	$ 3,380.88	$ 54,709.20
Change in Fund Balance	[illegible]	[illegible]	[illegible]		[illegible]

Table 3 Revenue

Category	Original budget	Adjusted budget	Actual revenue
Budgeted Revenue			
[illegible]	[illegible]	[illegible]	[illegible]
Total Budgeted Revenue	[illegible]	[illegible]	[illegible]
Unbudgeted Revenue			
[illegible]			[illegible]
Total Unbudgeted Revenue			[illegible]
Total Revenue			[illegible]

Notes

[illegible]

Table 4 Expense

Category	Original budget	Adjusted budget	Actual expense	Restricted funds	Actual expense and restricted funds, with EO salaries, wages, etc. allocated
Budgeted Expense					
Salaries/wages/fringes/OPS	$ 42,300.00	$ 42,300.00	$ 38,861.83		
General administration	21,830.00	17,830.00	23,720.17		$ 34,387.61
[illegible]	3,000.00	3,000.00	3,457.73		4,298.01
Membership	[illegible]	13,000.00	10,204.67	29.00	10,270.34
Forum	28,000.00	28,800.00	23,163.47		38,186.26
Publications	25,650.00	21,830.00	12,000.66	1,540.00	21,080.22
Workshops/committees	5,000.00	5,000.00	2,448.11	1,500.00	5,385.71
Other committees	4,200.00	4,300.00	1,081.20	250.00	1,544.30
Contingency	3,000.00	3,000.00			
Total Budgeted Expense	$140,615.00	$140,613.00	$116,617.66	$ 3,380.88	$119,000.54
Unbudgeted Expense					
Forum special events			10,810.70		10,810.70
Forum workshops			771.05		771.05
PDO workshop			688.19		688.19
Non-AIR Labels			240.00		240.00
Miscellaneous			9.92		9.92
Total Unbudgeted expense			$ 16,820.34		$ 16,820.34
Total Expense	$140,615.00	$140,615.00	$135,244.00	$ 3,380.88	$138,624.88

Table 6 Capital Outlay

Capital Outlay	$ 1,000.00	$ 1,000.00	$ 787.76

Table 5 Expense By Object Code

Object code category	Actual and restricted expenditures	Unbudgeted expenditures	Total expense
Salaries, wages (AIR employees)	$ 31,403.20		$ 31,403.20
Fringe benefits, workmen's compensation insurance	3,108.21		3,108.21
Contract services, temporary help, honoraria, gifts	10,012.42		10,012.42
Telephone	3,348.66	$ 183.01	3,420.97
Postage, mailing, shipping, telegraph, moving labels	16,898.32	95.31	16,988.63
Duplicating, printing, typesetting	20,316.34	989.79	27,888.02
Stationery, forms, supplies	3,874.02	23.00	3,988.27
Computer services	2,538.79		2,538.79
Advertising, promotion	2,077.20		2,077.20
Publications, subscriptions, reference books	42.83		72.83
Travel, per diem	21,791.63	843.23	22,634.86
Other AIR meeting expenses (coffee, room rental, Forum food)	2,874.83	16,988.18	19,988.01
Meeting fees (to other organizations)			
Maintenance and rental of furnishings and equipment	1,082.84		1,082.84
Depreciation of furnishings and equipment	482.44		482.44
Licenses, insurance, copyrights, incorporation fees	417.80		417.80
Service charges, penalties	21.83		21.83
Non-AIR labels		240.00	240.00
Abandoned equipment			
Bad debts	810.00		810.00
Totals (not including capital outlay)	$119,000.54	$ 16,820.34	$138,824.88

1981-82 and 1982-83

The finance and executive committees, meeting in Orlando, March 12-14, reviewed and revised downward the 1981-82 revenue and expense budgets/projections before preparing a draft budget proposal for 1982-83. Some background/analysis and the table which follows may be helpful.

Regarding FY 1981-82

- This is the last "split" membership year (12/17 of the extended period created when the membership year was changed to coincide with the Forum). Because additional dues were not assessed for that five-month period, actual dues revenue applicable to the 1981-82 portion of this extended period will be about $33,250 (the equivalent of approximately $17.90 for each of the 1870 members).
- Recognizing that Forum attendance might be affected by cutbacks at institutions, the committee lowered its Forum revenue estimate.
- In contrast, AIR money market investments have earned interest in excess of original revenue estimates, and it is anticipated that professional development activities will yield some revenues not originally budgeted.
- Mindful of the need to balance 1981-82 expenses with reduced aggregate revenue estimates, the committee worked to lower some expenditure targets. (The relatively large decrease in the publications budget occurred because of a meeting cancelled by bad weather.)
- If it is necessary to use the newly revised contingency ($1,350), the reserves will be reduced by $1,375 (in contrast to the original budget which called for restoration to reserves of $1,990); otherwise, revenue and expenses will be essentially in balance.

Regarding FY 1982-83

- The fiscally responsible officers and chairpersons had submitted, in advance of the Orlando meetings, their budget requests and rationale.
- The finance committee carefully considered each request and prepared a counterproposal using the following guidelines: (1) revenue assumptions should be conservative, (2) the budget should balance, and (3) some increase in reserves should be planned, if possible.
- The proposed budget aggregates shown in the table were approved unanimously by the executive committee after much discussion and some changes to the finance committee figures. (The proposed expense budget shown already includes provision for salary/wage increases within the executive office.)
- Officers and committee chairpersons were asked to construct appropriate line-item budgets within these broad constraints and present them to the executive committee for approval prior to the Forum.
- When compared with the revised projections for the current fiscal year, the 1982-83 budget proposal reflects an increase in aggregate revenues of 15.23% before any transfer to reserve, 12.04% net of the proposed transfer.
- The expenditure budget would increase by 10.19% without contingency and equipment and by 12.04% when those items were included.

The 1981-82 projection and the draft budget proposal for 1982-83 will be reviewed (and perhaps revised) again by the executive committee on the Saturday prior to the Forum. The results of this meeting and the final proposal from the committee will be presented to the membership at the budget briefing on Sunday afternoon (4:00-5:00 in the Vail Room) and at the annual business meeting on Tuesday morning (7:30-9:00 in the Grand Ballroom). All members are encouraged to participate; your ideas are welcome.

Basic Assumptions, Revenue and Expense
for
Approved and Revised Budgets 1981-82 and Proposed Budget 1982-83

Category	Originally Approved 1981-82	Revised [illegible] 1981-82	Proposed 1982-83
Basic Assumptions			
Members	1,800	1,87[illegible]	1,750
Forum registrants	800	750	750
Revenue			
Membership dues & fees	$ [illegible]	$ 33,250	$ [illegible]
Forum registration fees	100,000	[illegible]	[illegible]
Publication sales	1,300	1,000	1,000
Interest	[illegible]	[illegible]	1,000
Miscellaneous	500	1,000	500
Subtotal	$ [illegible]	$ [illegible]	$ [illegible]
To Reserve	[illegible]		[illegible]
From Reserve		[illegible]	
Total	$ [illegible]	$ [illegible]	$ [illegible]
Expense			
General administration	$ [illegible]	$ [illegible]	$ [illegible]
Forum	[illegible]	[illegible]	[illegible]
Membership	[illegible]	[illegible]	[illegible]
Publications	[illegible]	[illegible]	[illegible]
Nominations/elections	[illegible]	[illegible]	[illegible]
Professional development	[illegible]	[illegible]	[illegible]
Other committees	[illegible]	[illegible]	[illegible]
Subtotal	$ [illegible]	$ [illegible]	$ [illegible]
Equipment			[illegible]
Contingency	[illegible]	[illegible]	[illegible]
Total	$ [illegible]	$ [illegible]	$ [illegible]

[illegible]

ANNUAL REPORT OF THE EXECUTIVE SECRETARY (A-5)
Jean C. Chulak

harge. The executive secretary and the executive office staff are charged with providing administrative support to the officers, committees, and activities of the Association. In some cases, this is done with considerable direct working contact; in others, it is done quite independently, with delegated responsibility.

Original Budget for the Executive Office: Salaries/wages/contract services (unallocated)----$46,430
All "general administration" line items (EO)------$14,945

Activities and Status

. Office space and staff. We continue to occupy a suite of rooms (750 sq. ft.) in the graduate education building at Florida State University (FSU). The office is staffed by the full-time executive secretary, a full-time secretary (Della Dillard until November; Annabel Dick from November on), a part-time graduate assistant (Julia Duckwall), and a part-time clerk-typist (Paula Lumb).

Our relationship with FSU was once again reviewed by both parties and renewed, without change, for AY 1982-83. The university provides us with the services of the graduate assistant, the office space, some word processing (greatly reduced this year), and some furniture. F. Craig Johnson serves as the liaison between AIR and FSU.

. Professional activities. I continue my participation in meetings of my own professional association, this year attending a workshop in Washington, D.C. which dealt with the acquisition and use of the microcomputer in association management. The possibility of acquiring a computer for our central office is under serious consideration, and I believe that the ASAE workshop provided me with some information and insight which will be useful in the decision-making process.

I continue, also, to serve on the National Advisory Committee of the ERIC Clearinghouse on Higher Education. Although this is an individual appointment (to run through the spring of 1984), it was accepted with the approval of the AIR executive committee.

Financial administration. We have worked with the AIR treasurer and executive committee to revise the financial reporting format. Most of the materials being presented for member consideration at the 1982 annual meeting are in the new format which includes both functional and line-item detail.

There has been a heavy volume of financial activity this year: nearly 1000 vouchers prepared; more than 700 checks written to date. In an effort to maximize interest income, we have continued to operate our checking activities in combination with a savings account at the same bank and our ready-asset trust at Merrill Lynch.

We have received very few requests for written receipts and feel that our decision to discontinue their routine preparation was a wise one.

. Other general administrative activities. We continue to be responsible for the preparation and distribution of materials for the executive committee meetings and the annual meeting and for preparing draft minutes. We work closely with the president, officers, and committee chairpersons on these tasks.

We also continue to be responsible for maintenance of the policy manual and the official records of the Association.

. Nominations/Balloting. The call for nominations was prepared and mailed from our office at the end of the summer. Responses were acknowledged and processed, and relevant materials were sent to members of the nominating committee. Following their deliberations, we prepared the election brochure and mailing (February 15) and provided support to the tellers committee which counted the ballots on April 1.

Working with the president and secretary, we prepared rationale and ballot materials for proposed constitutional and by-law amendments and for a proposed dues increase. The materials were mailed in late December and, again, we provided support to the tellers committee which counted ballots on January 29.

. Membership. At the end of the 1981-82 membership year (which is at the end of the business meeting at the Forum), we have a membership of ~~1969~~ 1767 individuals, an increase of 106 (6%) over calendar-year 1980. While there is probably no question that the extended membership year (seventeen months--caused by the change to coincide with the Forum) contributed to the increase, I believe that AIR is holding its own very well in very difficult times.

All membership processing is done in the executive office: preparation of letters to new members, mailing of appropriate materials, maintaining the physical and computer files. In addition, we follow up on inquiries from potential members and contact individuals on selected lists. Although mailing of Forum materials to potential members is reflected primarily in the Forum budget, it also produces a substantial number of new members each year.

The renewal process for 1982-83 is well underway. As this is written, we have nearly 1150 new and renewed members for the year. The first renewal mailing was sent to the 1981-82 members (1763) on February 15; a second (and final) notice will be sent after the Forum, when all records have been cross-checked. Non-renewed members will be removed from the roster in mid-summer.

The membership directory will again be printed in the volume with the proceedings of the Forum and will be called AIR 1982-1983. We hope to have it in the mail early in the fall.

6. Placement. The AIR Placement Service has served fewer registrants and had fewer listings during 1981-82 than in any previous year. At this writing, there are thirty individual registrants and four position listings. We believe that the general economic problems in institutions are the cause for the decline, but we would welcome any suggestions members might have for making the service more useful or effective.

7. Forum. We have worked very closely this year with the Forum chair and his subcommittees in the preparation of the program/registration materials and in planning support for the activity at the Forum itself. Materials prepared and sent from our office included the call for proposals, acceptance/rejection letters, instructions to program participants, program book and other materials in the registration packet. I participated with the Forum chair, the associate chair, and the contributed papers chair in the program scheduling session held in Orlando in November. We will be working with the program and local arrangements committees on site in Denver--outstanding AIR members who have provided and will continue to provide many hours of effort in making arrangements and coordinating the myriad of detail.

8. Publications. The newly combined proceedings and directory (AIR 1981-1982) was not published as early as we had hoped, going into the mail in mid-December. The reaction we have received has (with one exception) been positive; the savings realized were significant (an estimated $1,500 over publication and distribution of the two volumes separately). The executive office shares responsibility for the volume with the Forum publications editor (who has been Mary Corcoran for the last several years), working closely with her to assure the most useful volume possible within our budget constraints. We would appreciate your comments and suggestions.

   Three Professional File issues were produced during the year. As with all of our programmatic activities, we worked closely with the editor and the authors during the publication process.

   There were also just three issues of the AIR Newsletter produced, one in the summer, one in the very late fall, and one in the spring; two of the three were twelve pages in length. This publication is the responsibility of the executive committee and is actually produced by the executive secretary.

   We expect to nearly make our income budget for the sale of publications this year ($1,500). We have an inventory of most back issues of the Forum proceedings, from the time when it contained a large number of complete papers. We also have annotated bibliographies (published from the mid-1960s to the mid-1970s); of the new monograph by Joe Saupe; of an earlier Sid Suslow monograph; of the professional files; and more. Publications lists were included in the renewal mailing and are sent to all new members and inquiring prospects. We also prepare and distribute each year a brochure and subscription form for both Research in Higher Education (for which we also process subscriptions) and New Directions for Institutional Research.

9. Professional development. We have worked with the PDS board and workshop/seminar leaders in the preparation of publicity and registration materials for professional development opportunities (PDOs) held in conjuction with regional meetings this year as well as those which are scheduled before and during the Denver Forum.

10. Associated groups. We have also worked with the general chair for associated (regional/special interest) groups and with the Forum special interest groups chairperson to identify liaisons and to schedule activities at the Forum.

11. Site selection. The attorney was consulted before we forwarded to the appropriate persons the draft contracts which were prepared by the local arrangements committees and hotels in Ft. Worth, and Portland, Oregon. Both sets of contracts have been signed.

12. Other support. Within the limits of our expertise and resources, and almost within the limits of our time, we have provided counsel and support to any officer or member who has requested it.

Conclusion and Plans for 1982-83

I said last year that I expected this year to be an interesting and busy one--and it has been. As I look toward the next one, I see the possibility for some major changes in allocation of staff and accessibility of information and reports--if the decision is made to acquire a microcomputer. I am realistic about its limitations, and I have been forwarned about its pitfalls, so it is not a step I would recommend taking hastily. Otherwise, I do not see the need for alteration in the basic way we do things nor the amount of money we need to do them (as reflected in proposed budget). The next year will be an interesting and busy one--of that I am sure. I look forward to interacting with many of you during the course of the year and to meeting with you in person at the beginning in Denver and at the end in Toronto.

Note: The following are part of the "general administration" budget. Other executive office expense is in functional reports.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Salaries/Wages	$37,570	$37,570	$______	$40,952
Fringe benefits	5,860	5,860	______	6,388
Contract services/Temporary help	3,000	3,000	______	3,000
Subtotal	$46,430	$46,430	$______	$50,340
Professional services (atty/audit)	$ 2,500	$ 2,500	$______	$ 2,400
Telephone	1,320	1,320	______	2,000
Postage/Shipping	1,000	1,000	______	750
Duplicating/Printing/Typesetting	1,000	1,000	______	500
Stationery/Forms/Supplies	2,400	2,400	______	2,700
Computer services	2,000	2,000	______	2,400
Advertising/Promotion	75	75	______	75
Publications/References/Subscriptions	150	150	______	100
Travel/Per Diem	2,500	2,500	______	2,500
Other AIR meeting expenses (coffee,etc)	-	-	______	-
Meeting fees (other organizations)	350	350	______	250
Maintenance/Rental--Furn/Equipment	275	275	______	300
Depreciation--Furn/Equipment	200	200	______	225
Licenses/Insurance/Copyrights	400	400	______	1,000
Service charges/Penalties	25	25	______	35
Abandoned equipment	-	-	______	-
Bad debts	750	750	______	1,000
Subtotal	$14,945	$14,945	$______	$16,235
Total	$61,375	$61,375	$______	$66,575
Capital outlay (equipment	-	-	$______	$ 2,000*

*proposed to apply this to either lease or purchase of microcomputer for the executive office

ANNUAL REPORT OF THE IMMEDIATE PAST PRESIDENT/NOMINATING COMMITTEE (A-6)

George Beatty, Jr.

Committee Charge: To prepare slates of nominees for elective office.

Committee Members: George Beatty, Jr. (chair), Richard B. Heydinger, Martha M. Hinman, Robert I. Lewis, E. Michael Staman, and Robert Winter.

Original Budget: $2,825

The nominating committee carried out its duties for the year with one face-to-face meeting and three telephone conference calls. The first meeting was held at the 1981 Forum in Minneapolis, at which time we established a schedule and operational mode and reviewed basic criteria for potential nominees. It was decided at that meeting that the criteria already in use reflected the desires of the membership and that only refinements would be made to them.

The adopted schedule reflected the time constraints imposed by the AIR Constitution and the realities of the working pattern in most of higher education.

The call for nominations was mailed by and returned to the central office. The staff there also prepared lists of nominees and copied appropriate data which was sent to each member of the nominating committee prior to the conference calls.

In the first conference call, the committee defined in more detail operational procedures and reached consensus as to how criteria would be applied. After the third call, the slate of candidates was agreed on and forwarded to the executive committee.

Members of the nominating committee feel that the method used was quite effective, efficient, and inexpensive. We, therefore, recommend that the system be adopted for future use by the Association.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 300	$ 500	$______	$ 500
Postage/Shipping	675	1,000	______	650
Duplicating/Printing	850	1,000	______	650
Travel/Per Diem	1,000	-	______	-
Total	$ 2,825	$ 2,500	$______	$ 1,800

ANNUAL REPORT OF THE SECRETARY/MEMBERSHIP COMMITTEE (A-7)

Jack E. Rossmann

Membership Committee Charge: To seek out new members for the Association, to ensure that current members receive the basic membership services, and to screen and recommend nominees for distinguished membership and the outstanding service award.

Committee Members: Jack E. Rossmann (chair), Eric A. Hillman, W. Kevin Hunt, Donald O. Kerlee, Eleanor Langlois, Thaly Nilsson, E. Michael Staman, and Helen S. Wyant.

Original Budget for the Membership Function: $11,750

Activities

1. Ways to maintain and increase membership were discussed with the executive committee. It was agreed that state and regional association leadership would be asked to assist through personal letters and contacts.
2. The concept of institutional membership was discussed and rejected.
3. Nominations for the outstanding service award were reviewed, and recommendations were made to the executive committee.

Count (Membership Year 1981-82--seventeen months; January 1, 1981-May 18, 1982; comparison years January 1-December 31)

Membership type	1975	1976	1977	1978	1979	1980	1981-82
Distinguished	4	4	4	4	4	4	5
Emeritus	-	-	3	7	10	13	17
Regular							
New and reinstated	341	296	400	438	473	398	455
Renewed	782	877	901	1047	1166	1283	1324
Graduate							
New and reinstated	17	20	25	33	30	36	40
Renewed	9	16	21	26	27	29	28
Totals	1153	1213	1354	1555	1710	1763	1869
Percent increase over previous year		5.2%	11.6%	14.8%	10.0%	3.1%	6.0%

Recommendations

1. Additional new approaches to membership enhancement should be considered.
2. Processes should be improved for soliciting distinguished member and outstanding service award nominations.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 200	$ 200	$	$ 200
Postage/Shipping	3,350	3,350		3,350
Duplicating/Printing	8,200	8,200		7,450
Total	$11,750	$11,750	$	$11,000

ANNUAL REPORT OF THE PUBLICATIONS BOARD (A-8)

Paul Jedamus

Board Charge: To give direction and supervision to the publications activities of the Association.

Board Members: Paul Jedamus (chair), Eugene C. Craven (1984); William P. Fenstemacher (1984); Horace R. Griffitts (1983), Marilyn McCoy(1982); Norman P. Uhl (1982).

Ex Officio Members-- Editors: Mary E. Corcoran (Forum Publications), Charles R. Elton (Research in Higher Education), Richard R. Perry (Professional File), Marvin W. Peterson (New Directions for Institutional Research)

Associate Editors: Eugene C. Craven (Forum Publications), Cameron L. Fincher (Research in Higher Education)

Original Budget: $19,490

New Activity

This year's most notable extraordinary activity was the combination of two previous publications: the Annual Forum Proceedings and the Directory into AIR 1981-82. The combined document was efficiently produced and copyedited by Jean Chulak at the central office and resulted in a complete, easy-to-use document for the membership at a significant cost savings.

Continuing Publications

1. AIR 1981-82. The Annual Forum Proceedings, 1981, Toward 2001: The IR Perspective, edited by Mary Corcoran and Eugene Craven, contains major forum addresses and abstracts and summaries of contributed papers, panels, and workshops. The AIR Directory, 1981-82 includes the constitution and by-laws; guidelines for awarding distinguished memberships, emeritus memberships, and outstanding service awards; minutes of the annual business meeting; annual reports of standing committees and boards; and a listing of AIR committees and affiliated regional groups as well as a membership listing by individual and by geographic origin and institutional affiliation.

We especially thank Mary Corcoran for her continuing contribution and perceptive guidance in this effort.

2. New Directions for Institutional Research (NDIR). Marvin Peterson continues to edit this quarterly sourcebook for institutional research which is sponsored by AIR and published by Jossey-Bass Inc. This outstanding publication is produced at no cost to AIR.

The 1982 and scheduled 1983-84 topics and issue editors, where committed, are:

1982

Effective Planned Change Strategies: G. Melvin Hipps, issue editor (published March, 1982)
Using New Advances to Information Processing in Colleges and Universities: Bernard Sheehan
Qualitative Methods for Institutional Research: Eileen Kuhns and S.V. Martorana
Studying Student Attrition: Ernest Pascarella

1983-84

The Pragmatics and Politics of Institutional Research: James Firnberg and William Lasher
Using Research for Strategic Planning: Norman Uhl
Allocating and Assessing Faculty as Human Resources During a Period of Constraint
The Assessment of Quality in Higher Education
The Institutional Impacts of a Changing Federal Role in and Support for Higher Education
Applying Methods and Techniques of Futures Research

3. Professional File. Continuing editor Richard Perry has produced and planned another outstanding series of professional files, which are distributed free of charge to all AIR members. Releases for 1982 and 1983 are:
   #10 Computing and Office Automation--Changing Variables: Michael Staman (published January, 1982)
   #11 Resource Allocation in U.K. Universities: Bryan J. R. Taylor (published April, 1982)
   #12 Career Development in Institutional Research: Mark D. Johnson (published April, 1982)
   #13 The I.R. Director: Professional Development and Career Goals: William P. Fenstemacher
   #14 Growth of Part-Time Faculty: Economic and Quality Considerations: Jesse V. Overall
   #15 Centralized Planning in Higher Education: Paul E. Lingenfelter
   #16 Withdrawal from Social Security: Robert H. Linnell
   #17 Management Fads in Higher Education: Richard Allen and Ellen Earle Chaffee

4. Research in Higher Education (RIHE). Under the continued leadership of Charles Elton and Cameron Fincher, RIHE, published by APS Publications, serves the Association both as a vehicle for publication of research papers by members and as a source of information for readers. The special Forum issue, which contains outstanding Forum contributed papers, is sent to members annually without charge.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Contract services (edit.support)	$ 600	$ 600	$____	$ 600
Telephone	1,650	1,500	____	925
Postage/Shipping	420	270	____	465
Duplicating/Printing	11,140	9,800	____	11,160
Advertising/Promotion	620	520	____	680
Travel/Per diem	5,000	250	____	4,120
Copyrights	60	50	____	50
Total	$19,490	$12,990	$____	$18,000

ANNUAL REPORT OF THE PROFESSIONAL DEVELOPMENT SERVICES BOARD (A-9)

Donald J. Reichard

Committee Charge: To provide direction and supervision in meeting the professional development and continuing education needs of members of the Association.

Committee Members: Donald J. Reichard (chair) (1982); Mark D. Johnson (1983); Donald C. Lelong (1984); Cynthia A. Linhart (1983); Elaine L. Tatham (1984).

Original Budget: $5,000

Activities

The year 1981-82 was the first complete year of operation for the professional development services (PDS) board which was constituted by approval of terms of reference at the November 20-22, 1980, meeting of the executive committee. At its meeting of May 19, 1981, the executive committee appointed two members to three-year terms and two members to two-year terms on the board. The PDS board met in Fort Worth, Texas, on September 13-14 for the purposes of developing operating guidelines and procedures and agreeing upon program objectives for the year.

A prior decision to divide responsibilities into four functional areas with a single board member primarily responsible in each area was confirmed at the Fort Worth meeting. Under this arrangement, the board chairperson, who is a member-at-large of the executive committee, would function as a coordinator among the various areas and as a liaison to the executive committee. The functional areas of responsibility were defined as (1) Forum workshops (Linhart), (2) pre-Forum professional development opportunities (PDOs)/regional and state workshops (Tatham), (3) development of curricular materials (Lelong), and (4) information dissemination/development of exchange programs (Johnson).

1. Operating guidelines: The board's terms of reference specify that "the Board shall establish written procedures regarding the selection, monitoring, financing, and evaluation of its programmatic activities within the overall context of Association policy." General operating guidelines and procedures were drafted at the Fort Worth board meeting and reviewed by the executive committee at its September 25-27 and March 12-14 meetings. More detailed guidelines for Forum workshops and pre-Forum professional development opportunities (PDOs)/regional and state workshops were presented to the executive committee for review and comment at the March 12-14 meeting. As new program areas evolve, more detailed operating guidelines will be developed as needed.

2. Forum workshops: Nine Forum workshops were selected for presentation at the 1982 Forum. Six proposals were reviewed by the Forum workshops subcommittee and accepted outright or with modifications. Three additional workshops were solicited and offered on topics of high interest identified by the 1981 Professional Development Needs Assessment Survey or attendance at previous Forum workshops.

3. Pre-Forum professional development opportunities (PDOs)/state regional workshops: A newcomer's workshop, "Applying Institutional Research to Academic and Administrative Problems"; a seminar, "Changes in Technology: Implications for Institutional Research and Planning"; and a workshop, "The Microcomputer as a Tool for the Institutional Researcher" were offered as pre-Forum PDOs. Generally, the PDOs differ from Forum workshops in that they involve one or two days of activity and entail a higher registration fee. As they are held on the Saturday or Sunday prior to the Forum, substantial air fare discounts may partially offset additional costs. PDOs are budgeted on a cost-recovery basis and may be subject to cancellation depending on the number of registrations.

   Newcomer's workshops, utilizing updated meterials developed by William Tetlow and John Chase, were offered as pre-conference workshops at the annual meetings of the Southern Association for Institutional Research (SAIR) in Charlotte, North Carolina, and the Pacific Northwest Association for Institutional Research and Planning (PNAIRP) in Portland, Oregon, and drew 25 and 15 registrants, respectively. The board is interested in working with associated state or regional groups to make proven workshops available as stand-alone workshops or as preconference workshops.

4. Development of curricular materials: The board has explored means of making available to members already-existing, self-instructional audio-cassette/workshop programs develpped by the American Management Association and is considering commissioning the development of audio cassettes for key topics identified by the Professional Development Needs Assessment Survey. The board also plans to offer modest honoraria for the development of additional workshop/curricular materials on topics of special interest. An investigation was made of possible production of audio cassettes and related materials on the substance of two past Forum workshops which were rated outstanding. Ultimately, it was decided not to proceed with cassettes on those workshops.

   A contract was developed with Georgia State University (GSU) for the payment of royalties in conjunction with the utilization of workshop materials prepared by GSU on developing a fact book. Under this arrangement, GSU receives a royalty fee for each registrant when the workshop is offered at the AIR Forum or meetings of state and regional associated groups. A portion of the royalty fee will be allocated to the travel budget of GSU's Office of Institutional Planning. The board is interested in developing similar arrangements with other institutions and in identifying additional incentives which will encourage the development of high-quality workshop or self-instructional materials.

5. Information dissemination/exchange programs: A survey of other professional associations was undertaken in order to determine the types of activities in which other professional groups are engaged and to suggest possible areas of collaboration. Another survey led to the development of an article entitled "Career Development in Institutional Research" which was published in April, 1982, in the AIR Professional File series. Results from the AIR Professional Development Needs Assessment Survey were highlighted in the fall and spring issues of the AIR Newsletter, and a third article will appear in the forthcoming summer issue.

   A proposal for a professional exchange program will be presented to the PDS board in May.

Objectives for 1982-83

The following objectives for 1982-83 have been identified by the PDS board:

1. Coordinate the development of eight-ten 1983 Forum workshops.
2. Sponsor two-four 1983 pre-Forum professional development opportunities on a self-supporting basis.
3. Sponsor three-five professional development typical or newcomer workshops on a self-supporting basis at various sites in cooperation with regional or state AIR-associated groups and/or other professional associations.
4. Identify several suitable topics, and develop incentives/procedures for the procurement of self-instructional or workshop curricular materials.
5. Commission the development of workshops and/or self-instructional topics identified by the PDS board.
6. Monitor and disseminate information about professional development activities of other professional organizations which may be of interest to AIR members.
7. Implement an AIR internship and professional exchange program.

The professional development services board appreciates the thoughtful responses it has received from an informal advisory network and solicits the views of other interested individuals. We are hopeful that the board's first complete year of operation has laid the groundwork for the development of further activities and services to the Association's members.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Honoraria	$ 1,800	$ 1,800	$	$ -
Telephone	600	600		500
Postage/Shipping	400	400		100
Duplicating/Printing	100	100		100
Advertising/Promotion	300	300		500
Travel/Per Diem	1,800	1,800		1,800
Total	$ 5,000	$ 5,000	$	$ 3,000

ANNUAL REPORT OF THE ASSOCIATED GROUPS COMMITTEE (formerly Regional/Special Interest Groups) *(A-10)*

Oscar T. Lenning

Charge: To serve as liaison between the Association and regional or special interest groups; to make recommendations to the Association regarding policies designed to provide services to these groups as well as requests for formal affiliation; specifically, to extend the foundation work provided by previous chair Suzanne Larsen and the 1980-81 committee by evaluating the activities and support provided to subgroups of the Association.

Committee Members: Oscar T. Lenning (chair), Marilyn K. Brown, Fletcher F. Carter, Harding Faulk, Jr., Virginia M. Feagler, John M. Finney, Barry R. Foord, Glenn C. Forrester, Toni M. Hall, Gordon Jones, Peter P. Lau, Cynthia L. Lucas, Heidi L. Mahoney, Mary Alyce Orahood, Robert M. Ussery, and Jeremy R. Wilson.

Approved Budget: $1,100

Goals

1. To identify the criteria for support to affiliated groups that would be most advantageous to the groups as well as to the Association as a whole
2. To encourage further organization of regional subgroups.

Activities

1. A new name for the committee was studied and "associated groups committee" was recommended to and approved by the executive committee.
2. A draft of a "classification of AIR-associated groups" was developed and is currently being revised and refined after reactions from various people and groups.
3. The relationship of the associated groups committee to the Forum special interest groups committee has been explored and a revised relationship recommended.
4. Draft criteria for the selection of proposals from state/provincial/regional groups for keynote speaker assistance were developed.
5. The North East Association for Institutional Research (NEAIR) and the Texas Association for Institutional Research (TAIR) were granted formal affiliation status.
6. Four state and regional groups--CAPIR, MAIR, NEAIR, and TAIR--were selected to receive up to $250 each for keynote speaker assistance.
7. Other forms of assistance to state and regional groups were explored.
8. Mailing labels were provided to several AIR groups at no charge.
9. Work was begun on plans for a special project during 1982-83 to help state/provincial/regional/special interest groups.
10. Work was begun on an expanded statement of mission and goals for the committee.
11. An invitational hearing-type session at the Denver Forum was arranged for leaders of associated groups.
12. A draft set of policies and procedures for the committee was developed.

1981-82 Budget and Expenditures

1. Of the $1,000 budgeted for travel subsidies (shown in the travel/per diem line in the financial statement below and discussed in Item 6 above), only one group used its entire $250. One group did not have enough additional resources to bring the speaker it wanted, even with the $250 provided by AIR, so it did not use its award. The other two did not need the total $250.
2. Telephone and postage budget amounts were diverted to cover the duplicating and "hearing" meeting expenses in Denver.

Plans/Recommendations

A significant portion of the committee's time next year will be devoted to revising, refining, and implementing developments referred to in the activities section. It is recommended that the keynote speaker support program be continued and that the committee work with the professional development services board to assist state and regional groups. In addition, plans are being made for a special project involving surveys and in-depth follow-up interviews to assess associated group needs and then develop a resource clearinghouse that will help in communications and in meeting identified needs. New types of relationships that are mutually beneficial need to be forged between AIR and various associated groups.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 50	$ 50	$____	$ 100
Postage/Shipping	50	50	____	115
Travel (speaker subsidy)	1,000	1,000	____	1,000
Total	1,100	1,100	$____	$ 1,215

ANNUAL REPORT OF THE HIGHER EDUCATION ASSOCIATION ARTICULATION COMMITTEE (A-11)

Denise Strenglein

Charge (1) To investigate areas of cooperation among associations with programs similar to that of AIR and (2) to keep AIR officers and members informed about policy matters which might affect the Association or its members.

Committee Members: Denise Strenglein (Chair)

Articulation Subcommittee: Larry Braskamp, Jonathan O. Fife, Stephen R. Hample, Ruth A. Jass, Charles R. Thomas

Policy Analysis Subcommittee: Molly Broad, Maryse Emonerie, James W. Firnberg, Cathy Henderson, Gerald H. Lunny

Original Budget: $100

Activities

1. Articulation

AIR became a voting member of the Joint Committee on Standards for Educational Evaluation. Larry Braskamp represented AIR at the 1981 Joint Committee annual meeting. His article on the current work of the committee appeared in the spring issue of the AIR Newsletter. There will be a SIG group convened at the 1982 Forum to discuss the involvement of AIR in this committee.

A Forum panel on organizational cooperation has been assembled by Robert Fenske.

Dr. Eileen Kuhns conducted a roundtable session for AIR at the annual meeting of the American Association for Higher Education. She and Dr. S.V. Martorana led a discussion of issues of concern to AAHE members interested in institutional research.

AIR has formed reciprocal agreements with two organizations: the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the American Association of University Administrators (AAUA). Ruth Jass represents AIR at AACRAO, and Ronald Doernbach represents AACRAO at AIR. Stephen Hample represents AIR at AAUA, and Patricia Hollander represents AAUA at AIR. Hample and Hollander are convening a SIG at the Forum to discuss the use of institutional research data in litigation.

An analysis was made of the similarities and differences between AIR and SCUP:

Characteristic	SCUP	AIR
Emphasis	Planning models and processes, especially interrelationships among administrative and academic areas; special emphasis placed on facilities planning	Institutional research applications and tools, including models, surveys, analytical processes, theories, etc.
Audience	Middle to upper-level management	Technicians and informed administrative users of institutional research
Meeting	Mid-summer, U.S. or Canada; local arrangements committee responsible for both physical and programmatic elements	Spring, U.S. or Canada; elected chair responsible for program, and local arrangements committee responsible for physical site
Office	Executive office at University of Michigan with staff headed by an executive secretary	Executive office at Florida State University with staff headed by an executive secretary

2. Policy

A letter was sent to the chairman of the U.S. Congressional Budget Committee protesting cuts which could limit the services of ERIC.

Plans for 1982-83

1. Articulation
   a. Form a network of representatives with other organizations.
   b. Seek to implement potential areas of cooperation such as workshops or other joint professional development activities.
   c. Draft a policy for reciprocity agreements. Choose appropriate organizations, and arrange such agreements.
2. Policy

   Select ad hoc subcommittees to address policy issues which are of interest to AIR.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 75	$ 60	$	$ 110
Postage/Shipping	25	-		-
Travel/Per diem	-	140		-
Total	$ 100	$ 200	$	$ 110

ANNUAL REPORT OF THE COMMITTEE OF CORRESPONDENTS (A-12)

Charles H. Belanger

Committee Charge: To develop a network of international persons interested in institutional research in order to increase the Association's involvement, activity, and assistance outside of North America.

Committee Members: Charles H. Belanger (chair) (Canada), John I. Anderson (Australia), John Calvert (United Kingdom) Aidan Duggan (Ireland), Michael G. Hecquet (Belgium), Martha M. Hinman (United States), Humberto Lopez-Delgadillo (Mexico), Thaly Nilsson (Sweden), Zuhair Warwar (Brazil), and Robert Winter (United States).

Approved Budget: $600

Objectives

1. To solidify the AIR credibility platform vis-a-vis its international members
2. To continue to promote institutional research across the world and, by so doing, to increase the number of international AIR members in order to create a critical mass sufficiently large to have an impact on AIR direction and activities

Activities

1. Worked with the various correspondents to share with them and inform them of ongoing developments related to specific AIR activities such as publications, professional services, and grapevine transactions.
2. Interacted with the European AIR organization in regard to its 1982 forum in Belgium, a meeting which gathered representatives from a dozen countries.
3. Explored the willingness of several agencies to provide funds for a Latin American meeting.

Recommendations

1. Assess, with the correspondents, whether or not this committee has outlived its usefullness.
2. Integrate international members into the mainstream of decision making through the various committees and subcommittees.
3. Examine whether constitutional changes should be proposed to assure fair regional representation.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 50	$ 50	$	$ 50
Postage/Shipping	50	50		50
Travel/Per diem	500	500		500
Total	$ 600	$ 600	$	$ 600

ANNUAL REPORT OF THE SITE SELECTION COMMITTEE (A-13)

William F. Lasher

Committee Charge: To analyze proposed Forum Sites--considering hotel accommodations and other features important to the Forum--and to forward its recommendations to the executive committee for action.

Committee Members: William F Lasher (chair), Gerald Gaither, Robert Lewis, John Muffo, Deborah Teeter.

Approved Budget: $150

Activities

1. 1984: Fort Worth--Horace Griffitts, local arrangements chair.
   Hotel contracts have been negotiated, approved by the executive committee, and signed by the president.
2. 1985: Portland--Don Gardner, local arrangements chair.
   Hotel contracts have been negotiated, approved by the executive committee, and signed by the president.
3. The site selection committee recommended Orlando as the site for the 1986 Forum. The executive committee approved the recommendation. Daniel R. Coleman was appointed local arrangements chair. Hotel selection is underway.
4. Midwestern cities are being reviewed as possible sites for the 1987 Forum. A recommendation may be submitted to the executive committee at the 1982 Forum.

Expenditures

So far, none of the money budgeted for 1982 (below) has been spent. Since the committee's business has been transacted by telephone and through correspondence, we do not expect to spend the entire $150.

Recommendations

1. Hotel arrangements for the 1986 Forum should be finalized.
2. A recommendation for the 1987 Forum site should be sent to the executive committee.
3. Possible sites for the 1988 and 1989 Forums should be explored.

Proposed 1982-83 Budget

The activities of this committee will be substantially the same in 1982-83 as they have been in 1981-82. Since the budget is modest, it should remain unchanged at $150, with the same breakdowns as in the 1981-82 budget.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 75	$ 75	$_____	$ 75
Postage/Shipping	25	25	_____	25
Travel/Per diem	50	50	_____	50
Total	$ 150	$ 150	$_____	$ 150

ANNUAL REPORT OF THE FUTURE FORUM ARRANGEMENTS COMMITTEE (A-14)

William F. Lasher

Committee Charge: To review the manner in which annual Forums are arranged and conducted and to make recommendations for improvement in the process. This review includes all aspects of Forum arrangements, particularly local arrangements and local support.

Committee Members: William F. Lasher (chair), John S. Chase, Robert W. Starkey, Janis H. Weiss, Risdon J. Westen, Michael E. Young

Approved Budget: $600

Activities

1. The committee pursued its charge on two fronts. First, work was begun to develop a very detailed list of activities required to complete a successful Forum. Second, members of the committee were involved in discussions concerning the use of professional convention management services.
2. Mike Young and a subcommittee began work to develop a detailed calendar for Forum planning and execution. This work is still in process.
3. In September 1981, the executive committee decided to contract with Ris Westen to be local arrangements consultant during 1982-83 for the Toronto Forum; to handle local arrangements strategic planning. The following considerations were discussed as background to that decision:
   a. The need for professional assistance with local arrangements
   b. The need to develop a management/consultant arrangement in an orderly way
   c. The need to review any such consultant arrangement for each Forum in light of varying LAC needs and the need to evaluate such an arrangement.

   Subsequently, in March, this arrangement was clarified and finalized. In his role of consultant, Ris will provide such counsel, guidance, scheduling advice, and other assistance to the Toronto local arrangements committee as may be required. He shall be responsible to Ed DesRosiers, LAC chair, and Mantha Mehallis, Toronto Forum chair.

Expenditures

Of the budgeted amount shown below, $453 has been spent for travel and per diem to date. Additional expenses are expected to be modest.

Recommendations

1. The work on the documentation of Forum activities should be finished.
2. The consultant arrangements for the Toronto Forum should be evaluated in light of the year's experience and the needs of the Fort Worth LAC.
3. Consideration should be given to the following underlying question: Should responsibilities for Forum arrangements continue to be distributed between the executive office and local arrangements committees as they have been?

Proposed 1982-83 Budget

The 1982-83 activities of this committee will focus on further work on the documentation, and evaluating the consultant arrangement. In support of these activities, the 1982-83 budget has been recommended at $100, a reduction from the $600 budget of 1981-82. This will be distributed as shown below. This reduction is justified since the committee can accomplish its work via telephone and through correspondence. The financial support for the consultant arrangement will be in the Forum budget.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Telephone	$ 50	$ 50	$____	$ 50
Postage/Shipping	50	50	____	50
Travel/Per diem	500	500	____	-
Total	$ 600	$ 600	$____	$ 100

ANNUAL REPORT OF THE 1982 FORUM CHAIR/COMMITTEE (A-15)

Daniel R. Coleman

Committee Charge: To plan and supervise the Association's annual Forum.

Committee Members: Daniel R. Coleman (chair), Mantha V. Mehallis (associate chair), Eugene C. Craven (Forum publications), Horace F. Griffitts (contributed papers), Cynthia A. Linhart and John R. Bolte (workshops), Mark Meredith (evaluation), Mary Alyce Orahood (special interest groups), Edwin R. Smith (panels), Robert A. Wallhaus (seminars), and Risdon J. Westen and Edward M. Cooper (local arrangements).

Approved Forum Budget: $28,270

Activities

The Forum committee and subcommittee members developed an annual forum which continued the tradition of blending new ideas, institutional research findings, and applicable strategies to improve the decision-making process in postsecondary education. The Forum brought together researchers and experts and broadened the horizons and applications of institutional research. Based on previous Forum evaluation input and the creative minds of subcommittee chairs, the Forum was designed to meet the needs of newcomers, established directors of institutional research, educational planners, and academic administrators. The Forum included a curriculum of research findings, administrative strategies, panels, seminars, symposiums, advancements in technology, and major addresses of international interest. At this 22nd Annual Forum, beginning efforts were made to introduce an exhibit component in which vendors would display and demonstrate microcomputers and the applicable software which could be utilized to improve the effectiveness of administration in postsecondary education.

Through the efforts of subcommittee chairs, the associate Forum chair, the Forum chair, and the executive secretary, an attempt was made to establish operational procedures and to mainstream the activities of each Association member into the body of the Forum.

Recommendation

As Forum chair, I recommend that the Association continue to support the activities of the annual Forum at a level which will enable the Forum chair to continue to improve the quality and effectiveness of the Forum.

Line Item	Original Budget (annual meeting)	Estimated Actual (E.C. meeting 3/15)	Estimated Actual (revised--Forum)	Proposed Budget for FY 1982-83
Honoraria	$ 1,000	$ 1,000	$____	$ 2,750
Telephone	1,240	1,240	____	1,775
Postage/Shipping/Labels	4,080	4,080	____	3,420
Printing/Typesetting	8,970	8,970	____	9,455
Stationery/Forms/Supplies	1,250	1,250	____	1,500
Computer services	700	700	____	500
Advertising/Promotion	2,100	2,100	____	2,000
Travel/Per diem	4,420	4,420	____	6,450
Other AIR meeting expenses (coffee breaks, Forum luncheon etc.)	2,310	2,310	____	4,350
Equipment rental	1,000	1,000	____	800
Contingency	1,200	1,200	____	-
Total	$28,270	$28,270	$____	$33,000

ANNUAL REPORT OF THE ASSOCIATE 1982 FORUM CHAIR/1983 FORUM CHAIR (A-16)

Mantha V. Mehallis

Charge: To assist the Forum chair by carrying out duties as assigned and to begin planning for the next year's Forum.

Original Budget: (included in 1982 Forum budget)

Activities

1. Assisted Daniel R. Coleman (Forum chair) in the initial planning efforts for the Denver Forum and solicited his recommendations for activities at the 1983 Forum--to be held in Toronto, May 23-26, 1983 (Monday-Thursday).

2. Held an initial meeting with the local arrangements committee in Toronto in conjunction with the fall 1981 executive committee meeting, at which time Edward DesRosiers (1983 local arrangements chair), Risdon J. Westen (LAC consultant), and Mantha Mehallis toured the facilities of the Sheraton Centre and discussed plans for utilizing those facilities during the Forum.
3. Solicited recommendations regarding potential major speakers for the Forum.
4. Began planning for an exhibit show by vendors: (a) sent letters to potential exhibitors announcing the Forum and asking for their participation, and (b) initiated discussions with a professional exhibit arrangements company (a decision on the latter still to be made).
5. Participated in the executive committee decision to engage Risdon Westen as a consultant to the local arrangements committee and to the Forum chair.
6. Selected a general theme for the Forum related to the exploration of human resources and technology through institutional research. A specific effort will be made to center all activities around the theme.
7. Selected additional members for the 1983 Forum committee. The committee now consists of the following: Donald M. Morris (associate chair), John A. Muffo (contributed papers), F. Craig Johnson (seminars), Eric A. Hillman (panels), Patrick T. Terenzini (symposia), Cynthia A. Linhart (workshops), Edith H. Carter (special interest groups), Edward DesRosiers (local arrangements), and Daniel W. Lang (evaluation). (The editor of Forum publications is still to be chosen by the publications board.)

The intention is to follow the same general program format for the Toronto Forum that has been used for the last two years. The Forum budget proposal reflects general increase in honoraria and travel for major speakers so that the Forum may attract outstanding individuals with less emphasis being placed on their location. The proposal also places workshops on a self-sustaining basis, so no budget line item is shown. Evaluation of the Forum is considered a most important function and, therefore, the proposal asks for continued funding at an appropriate level. Proposed figures for such items as travel, printing, and postage reflect cost increases; telephone increases recognize the cost of in-te tion with Canada.

ANNUAL REPORT OF THE TELLERS COMMITTEE *(A-17)*

Paul B. Carney

<u>Committee Charge</u>: To count ballots and certify the results of all elections and referenda held during the year.
<u>Committee Members</u>: Paul B. Carney (chair), Wallace E. Bell, James H. Haynes, and Archie B. Johnston.
<u>Approved Budget</u>: None (minor expenses included in nominations/election budget)

<u>Activities</u>

1. Proposed Amendments to the Constitution and By-Laws: See Exhibit A.
2. Results of Balloting on Proposed Amendments to the Constitution and By-Laws: See Exhibit B.
3. Results of Balloting for Election of Officers: See Exhibit C.

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EXHIBIT A — Mailed 12/30/81

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

PROPOSED AMENDMENTS TO THE CONSTITUTION AND BY-LAWS
PROPOSED INCREASE IN MEMBERSHIP DUES FOR 1982-83

- *The AIR Executive Committee is recommending to the membership adoption of the following three amendments to the constitution and two amendments to the by-laws of the Association, and a dues increase proposal.*
- *A ballot and return envelope are enclosed.*
- *To be counted, ballots must be received in the AIR Executive Office on or before January 29, 1982.*
- *Results of the balloting will be announced in the AIR newsletter and at the annual business meeting at the Forum.*

NO.	PRESENT WORDING	PROPOSED WORDING *	NOTES/RATIONALE
	Constitution	Constitution	
1.	Article VIII. Nominations and Elections. Section 5. At least forty-five (45) days before the annual Forum, the ballot shall be mailed to all voting members of the Association. The ballot shall contain the slate forwarded by the Nominating Committee and shall also make provision for writing in additional names for each position. The closing date for return of the ballots shall be thirty (30) days after the mailing date.	Article VIII. Nominations and Elections. Section 5. At least sixty (60) days before the annual Forum, the ballot shall be mailed to all voting members of the Association. The ballot shall contain the slate forwarded by the Nominating Committee and shall also make provision for writing in additional names for each position. To be counted, ballots must be postmarked no later than thirty (30) days and received no more than forty-five (45) days after the mailing date.	
2	Article XII. By-Laws. Section 4(b). A by-law or amendment to the By-Laws must be approved by an affirmative vote of the majority of those voting members whose ballots shall have been received on or before the thirtieth (30th) day after the mailing of the ballots, in case of Section 3(b) above.	Article XII. By-Laws. Section 4(b). A by-law or amendment to the By-Laws must be approved by an affirmative vote of the majority of those members voting, whose ballots shall have been postmarked on or before the thirtieth (30th) day and received on or before the forty-fifth (45th) day after the mailing of the ballots, in case of Section 3(b) above.	In recent years, mail service has become less reliable. Increased flexibility is needed to assure adequate member participation in the Association's decision-making process.
3.	Article XIII. Amendments. Section 3. An affirmative vote by two-thirds of those members voting, whose ballots shall have been received on or before the thirtieth (30th) day after the mailing of the ballots, shall be required for the adoption of the amendment.	Article XIII. Amendments. Section 3. An affirmative vote by two-thirds of those members voting, whose ballots shall have been postmarked on or before the thirtieth (30th) day and received on or before the forty-fifth (45th) day after the mailing of the ballots, shall be required for the adoption of the amendment.	
	By-Laws	By-Laws	
4	Section 3. a) The membership fee structure shall be reviewed periodically by the Executive Committee, and any proposed change shall be submitted to the voting members for consideration at the annual business meeting.	Section 3. a) The membership fee structure shall be reviewed periodically by the Executive Committee, and any proposed change shall be submitted to the voting members for consideration at the annual business meeting or by mail ballot.	Less than half of the AIR membership is able to attend the Forum in a given year. Rising travel costs are likely to exacerbate this problem. While there may be times when it is necessary for membership fee decisions to be made at the annual business meeting, the Executive Committee feels there should be an option of asking all members through a mail ballot to vote on changes in membership fees.
5.	b) A two-thirds vote of the members attending and voting at the annual business meeting shall be required for change in the membership fee structure.	b) A two-thirds vote of the members attending and voting at the annual business meeting or a two-thirds vote of those members voting, whose ballots shall have been postmarked on or before the thirtieth (30th) day and received on or before the forty-fifth (45th) day after the mailing of the ballots, shall be required for change in the membership fee structure.	
6	IF THE ABOVE BY-LAW CHANGES ARE APPROVED (PROPOSALS 4 and 5), the Executive Committee recommends that the membership fee for 1982-83 (Forum 1982 - Forum 1983) be increased to $35.00		The Association membership fee has been $25.00 since 1975. Costs for goods and services have increased dramatically since that time. While the Executive Committee has kept a tight rein on costs and the Association is in solid financial condition, maintenance of member services requires a membership fee increase for 1982-83.

* changes are underlined

EXHIBIT B

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

CERTIFICATION OF BALLOTING ON
CONSTITUTIONAL AND BY-LAW AMENDMENTS

February 1, 1982

We, the undersigned, certify that the following is an accurate record of the votes cast on proposed amendments to the AIR Constitution and By-Laws in balloting conducted in winter 1982

Proposal No. 1: Constitutional amendment to increase the interval between mailing and counting of ballots

In favor: 714 Opposed: 6 Outcome: Approved

Proposal No. 2: Same

In favor: 709 Opposed: 9 Outcome: Approved
Abstain: 2

Proposal No. 3: Same

In favor: 711 Opposed: 7 Outcome: Approved
Abstain: 2

Proposal No. 4: By-Law amendment to modify the procedure for increasing membership fees

In favor: 685 Opposed: 34 Outcome: Approved
Abstain: 1

Proposal No. 5: By-Law amendment to implement Proposal 4

In favor: 684 Opposed: 35 Outcome: Approved
Abstain: 1

Proposal No. 6: Proposal to increase dues to $35.00 IF Proposals 4 and 5 are approved

In favor: 565 Opposed: 153 Outcome: Approved
Abstain: 2

Total ballots mailed to members: 1778 Total ballots counted: 720

Paul B. Carney
Paul B. Carney
Teller and Chairperson

Wallace E. Bell
Wallace E. Bell
Teller

James H. Haynes
James H. Haynes
Teller

Archie B. Johnston
Archie B. Johnston
Teller

EXHIBIT C

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

CERTIFICATION OF ELECTION RESULTS, 1982

April 1, 1982

We, the undersigned, certify that the following is an accurate record of the votes cast in the election of officers held in late winter, 1982.

for Vice President (1):

352 W. Sam Adams
295 Suzanne W. Larsen
1 Other

Elected: W. Sam Adams

for Associate Forum Chair (1):

199 John A. Muffo
456 Donald M. Norris
1 Other

Elected: Donald M. Norris

for Member-at-Large (2):

323 W. Kevin Hunt
464 Marilyn McCoy
319 Laura E. Saunders
306 Patrick T. Terenzini
3 Other

Elected: 1. Marilyn McCoy
2. Laura E. Saunders

for Nominating Committee Member (5):

253 Mary Kathryne Baratta
274 Jerry J. Baudin
354 Charles I. Brown
295 Joseph E. (Tim) Gilmour
305 Robert F. Grose
276 Stephen R. Hample
379 Margaret L. (Peggy) Moore
231 Mary Alyce Orahood
240 C. Neil Russell
404 Deborah J. Teeter
17 Other

Elected: 1. Deborah J. Teeter
2. Margaret L. (Peggy) Moore
3. Charles I. Brown
4. Robert F. Grose
5. Joseph E. (Tim) Gilmour

Total ballots mailed to members: 1784 Total ballots counted: 677

Paul B. Carney
Paul B. Carney
Teller and Chairperson

Wallace E. Bell
Wallace E. Bell
Teller

James H. Haynes
James H. Haynes
Teller

Archie B. Johnston
Archie B. Johnston
Teller

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

FY 1981-82 Budget and Projected Actuals/FY 1982-83 Budget Proposal Development

Column number	(1)	(2)	(3)	(4)	(5)A	(5B)	(6)	(7)	(8)	(9)	(10)	(11)A	(12)	(11B)
	FY 1981-82						FY 1982-83							
		Projected Actuals												
	Original budget	Exec. comm. meeting[1]	With luncheon included[2]	Personnel compenstn allocated[3]	With in-kind included[4]	All items allocated	Original budget requests	First(FC) adjusted draft	Exec. comm. proposal[1]	With luncheon included[2]	Personnel compenstn allocated[3]	With in-kind included[4]	Percent of total (C.11)	All items allocated
REVENUE														
Membership dues and fees	$ 45,000	$ 33,250	$ 33,250	$ 33,250	$ 33,250			$ 59,500	$ 61,250	$ 61,250	$ 61,250	$ 61,250	36 %	
Forum registration fees	100,000	89,375	96,875	96,875	96,875			89,375	89,375	96,875	96,875	96,875	57	
Publications sales	1,500	1,000	1,000	1,000	1,000			1,000	1,000	1,000	1,000	1,000	1	
Interest	4,000	6,000	6,000	6,000	6,000			3,000	3,000	3,000	3,000	3,000	2	
Miscellaneous sources	500	5,000	5,000	5,000	5,000			500	500	500	500	500	0	
Transfer from reserves	-1,990	1,375	1,375	1,375	1,375			-5,000	-2,750	-2,750	-2,750	-2,750	-2	
In-kind (Florida State)					10,061							9,811	6	
Total budgeted revenue	$149,010	$136,000	$143,500	$143,500	$153,561			$148,375	$152,375	$153,875	$159,875	$169,686	100 %	
EXPENSE														
General administration	$ 73,175	$ 71,490	$ 71,490	$ 30,026	$ 31,507	$26,940	$ 84,823	$ 79,375	$ 79,375	$ 79,375	$ 34,484	$ 35,965	21 %	$29,799
Nominations/balloting	2,825	2,500	2,500	3,720	3,720	3,553	2,150	1,800	1,800	1,800	3,106	3,106	2	3,261
Membership	11,750	11,750	11,750	23,020	28,395	31,161	12,250	11,500	11,000	11,000	23,160	28,285	17	31,500
Forum	28,270	28,270	35,770	55,994	58,293	60,103	37,130	31,500	33,000	40,500	62,345	64,640	38	69,070
Publications	19,490	12,990	12,990	20,137	21,043	21,176	20,000	14,000	18,000	18,000	25,854	26,760	16	26,915
Professional development	5,000	5,000	5,000	5,952	5,952	6,040	5,500	4,000	3,000	3,000	4,014	4,014	2	4,128
Other committees	2,650	2,650	2,650	3,301	3,301	3,338	2,775	2,200	2,200	2,200	2,916	2,916	2	2,963
Contingency/Capital outlay	5,850	1,350	1,350	1,350	1,350	1,350	14,945	4,000	4,000	4,000	4,000	4,000	2	4,000
Total budgeted expense	$149,010	$136,000	$143,500	$143,500	$153,561	[illegible]	$179,573	$148,375	$152,375	$159,875	$159,875	$169,686	100 %	$169,686

1. Meeting in Orlando, 3/13-14/82; Forum registration fees revenue based on 750 registrants--625 @ $125, 125 @ $150; 1981-82 "miscellaneous sources" revenue includes net income from unbudgeted items (e.g., Forum Banquet, PDOs).
2. Forum Awards Luncheon--750 registrants @ $10; added to both Forum revenue and expense.
3. Total being allocated is: 1981-82--$46,430; 1982-83--$50,340; previously displayed as part of "general administration."
4. In-kind from FSU previously shown in totals only in CPA audit. Auditor recommends including any service/item which AIR would otherwise have to provide itself; this column includes salary of graduate assistant, word processing service (1981-82 only), office space, and furniture use.

AIR Committees and Affiliated Regional/Special Interest Groups

AIR COMMITTEES

Notes 1 *Primary committees, after the Executive Committee, are listed alphabetically.*
2 *Date in parenthesis after the name indicates end of term on committee/board.*

EXECUTIVE COMMITTEE

The Executive Committee is a constitutional entity charged with carrying out the Association's business and acting on behalf of the Association except as otherwise specified in the constitution, any amendment, and the bylaws.

WILLIAM F. LASHER *(president) (1984)*
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ASSOCIATED GROUPS COMMITTEE

The Associated Groups Committee is the liaison between the Association and regional or special interest groups. It makes recommendations to the Association regarding policies designed to provide services to these groups.

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FLETCHER F. CARTER
Radford University

VIRGINIA M. FEAGLER
Colorado State University

JOHN M. FINNEY
University of Puget Sound

BARRY R. FOORD
University of Waterloo

GLEN C. FORRESTER
British Columbia Research Council

W. KEVIN HUNT
Tidewater Community College

GORDON JONES
Educational Enterprises (Vancouver)

PETER P. LAU
Pasadena City College

CYNTHIA L. LUNA
University of Texas Health Science Center

HEIDI L. MAHONEY
State University of New York College-Buffalo

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JEFFREY G. REED
State University of New York College-Geneseo

ROBERT M. USSERY
East Carolina University

JEREMY R. WILSON
Northwestern University

FACT BOOK COMMITTEE

The Fact Book Committee has been charged with compiling management information to be included in a document for use by the Executive Committee and other committees for decision making, policy development, and long-range planning.

JAMES O. NICHOLS *(chair)*
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East Texas State University

ALTHEA J. BECK
University of Connecticut

HORACE F. GRIFFITTS
Tarrant County Junior College District

GERALD H. LUNNEY
Council of Independent Kentucky Colleges & Universities

GLYNTON SMITH
Georgia State University

FINANCE COMMITTEE

The Finance Committee assesses proposed programs and budget requests for their overall impact on the Association's finances and makes recommendations to the Executive Committee.

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W. SAM ADAMS *(vice president)*
University of Wisconsin-Oshkosh

WILLIAM L. TETLOW *(past president)*
National Center for Higher Education Management Systems (NCHEMS)

MANTHA V. MEHALLIS *(Forum chair)*
Broward Community College

1983 FORUM COMMITTEE

The purpose of the Forum Committee is to plan and supervise the Association's annual Forum.

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DONALD M. NORRIS *(associate chair)*
University of Houston-Central Campus

EDITH H. CARTER *(special interest groups)*
New River Community College

DANIEL R. COLEMAN *(publications)*
University of Central Florida

EDWARD K. DesROSIERS *(local arrangements)*
Council of Ontario Universities

ERIC A. HILLMAN *(panels)*
University of Calgary

F. CRAIG JOHNSON *(seminars)*
Florida State University

DANIEL W. LANG *(evaluation)*
University of Toronto

CYNTHIA A. LINHART *(workshops)*
University of Pittsburgh

JOHN A. MUFFO *(contributed papers)*
Cleveland State University

PATRICK T. TERENZINI *(symposia)*
State University of New York-Albany

Forum Contributed Papers

The Forum Contributed Papers Subcommittee is responsible for the review of contributed paper proposals and recommendation of paper presentations to be scheduled at the Forum.

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JOHN BAKER, Jr.
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MARY KATHRYNE BARATTA-WILDERS
Moraine Valley Community College

JOHN CALVERT
Loughborough University of Technology

CLAUDE COSSU
Université de Paris I

AARON DONSKY
Lakeland Community College

FRED O. DUKES
California State University-Northridge

ROBERT S. DUNNE
Rochester Institute of Technology (NTID)

BARRY R. FOORD
University of Waterloo

ELIZABETH F. FOX
University of Alabama-Birmingham

FRANK FRIEDMAN
Vincennes University

DON E. GARDNER
Portland State University

CHARLES C. GILBERT
Western Illinois University

ROBERT F. GROSE
Amherst College

STEPHEN R. HAMPLE
Montana State University

RICHARD L. HARPEL
University of Colorado

DENNIS D. HENGSTLER
University of North Carolina-Asheville

RUBY M. JACKSON
Southern University in New Orleans

IRA W. LANGSTON
University of Illinois

ROBERT S. LAY
Boston College

JOSEPH G. ROSSMEIER
Northern Virginia Community College

SIMEON P. SLOVACEK
California State University-Los Angeles

MARYANN STEELE RUDDOCK
St. Edwards University

R. DAN WALLERI
Mt. Hood Community College

WILFRED A. WARD
McMaster University

JEREMY R. WILSON
Northwestern University

Forum Panels

The Forum Panels Subcommittee is responsible for the review of panel proposals and the solicitation of panels to recommend for presentation at the Forum.

ERIC A. HILLMAN *(chair)*
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MARGARET H. ARTER
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MARC B. FRIGAULT
Concordia University

LEONARD KAIL
University of Surrey

LAWRENCE K. KOJAKU
State University of New York-Buffalo

EILEEN P. KUHNS
Catholic University of America

JOHN A. (TONY) WILLIAMS
Xavier University of Louisiana

RICHARD F. WILSON
University of Illinois, Urbana-Champaign

Forum Seminars

The Forum Seminars Coordinator is responsible for recommending and arranging for seminar presentations at the Forum

F. CRAIG JOHNSON *(coordinator)*
Professor of Education
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Forum Symposia

The Forum Symposia Subcommittee is responsible for recommending and arranging for symposia to be presented at the Forum.

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HORACE F. GRIFFITTS
Tarrant County Junior College District

JANA B. MATTHEWS
National Center for Higher Education
Management Systems (NCHEMS)

J. LLOYD SUTTLE
Yale College, Yale University

DANIEL A. UPDEGROVE
EDUCOM

Forum Workshops

The Forum Workshops Subcommittee is charged with reviewing workshop proposals and, perhaps, soliciting additional workshops for presentation in conjunction with the Forum. It is actually a subcommittee of the Professional Development Services Board.

CYNTHIA A. LINHART *(chair)*
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University of Pittsburgh
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W. KEVIN HUNT
Tidewater Community College

J. STANLEY LAUGHLIN
Idaho State University

MARY P. MARTIN
University of Missouri

Forum Special Interest Groups

The Forum Special Interest Groups Subcommittee is responsible for coordinating requests from these groups for time slots at the Forum.

EDITH H. CARTER *(chair)*
Statistician
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SAMUEL BALDWIN
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MELODIE CHRISTAL
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JANE FAULMAN
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WARREN W. GULKO
Temple University-School of Medicine

NELLIE T. HARDY
North Carolina State Department of Community Colleges

LARRY H. LITTEN
Consortium on Financing Higher Education

THOMAS G. OWINGS
University of Alabama

NORMAN P. UHL
Mount St. Vincent University

Forum Local Arrangements

The Local Arrangements Subcommittee handles arrangements with the Forum hotel, special events, and other matters which need local coordination.

EDWARD K. DesROSIERS *(chair)*
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RISDON J. WESTEN *(consultant to the committee)*
United States Air Force Academy (RET)

A. L. DARLING
McMaster University

BARRY R. FOORD
University of Waterloo

GLENN HARRIS
University of Western Ontario

DEREK M. JAMIESON
University of Guelph

LAWRENCE K. KOJAKU
State University of New York-Buffalo

DANIEL W. LANG
University of Toronto

SHELDON LEVY
York University

DARRYL MacDERMAID
Queen's University

Forum Evaluation

The Forum Evaluation Subcommittee is responsible to provide an assessment of the Forum in time for it to be of value to the Forum chair for the next year.

DANIEL W. LANG *(chair)*
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MARTIN ENGLAND
University of Toronto

MARSHA IVERY
University of Texas-Austin

LAWRENCE K. KOJAKU
State University of New York-Buffalo

JEFFREY G. REED
State University of New York College-Geneseo

LYNDA WALLACE-HULECKI
Mount Royal College

FUTURE FORUM ARRANGEMENTS COMMITTEE

The Future Forum Arrangements Committee has been charged with reviewing the manner in which annual Forums are arranged and conducted and making recommendations for improvement in the process. This review includes all aspects of Forum arrangements, particularly local arrangements and local support.

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ROBERT W. STARKEY
University of California-San Diego

JANIS H. WEISS
North Hennepin Community College

RISDON J. WESTEN
United States Air Force Academy (RET)

MICHAEL E. YOUNG
Ohio State University

HIGHER EDUCATION ARTICULATION COMMITTEE

The Higher Education Articulation Committee is charged with fostering areas of cooperation among organizations which have some mutuality of interests with AIR. Each of the members of this committee is also a member of another association (in parenthesis) which has some connection with institutional research, planning, evaluation, management information, etc.

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LARRY A. BRASKAMP *(Joint Committee for Educational Evaluation)*
University of Illinois

ZITA M. CANTWELL *(AERA Division J)*
City University of New York-Brooklyn College

JONATHAN D. FIFE *(ERIC)*
ERIC Clearinghouse on Higher Education

RUTH A. JASS *(AACRAO)*
Bradley University

SALLY S. NAYLOR *(Iowa Association for Research & Evaluation)*
University of Dubuque

DONALD M. NORRIS *(SCUP)*
University of Houston

MARVIN W. PETERSON *(ASHE)*
University of Michigan

CHARLES R. THOMAS *(CAUSE)*
CAUSE

DANIEL A. UPDEGROVE *(NACUBO)*
EDUCOM

INTERNATIONAL LIAISON, COMMITTEE FOR

The purpose of the Committee for International Liaison is to develop a network of international persons interested in institutional research in order to increase the Association's involvement, activity, and assistance outside of North America.

WILLIAM L. TETLOW *(chair)*
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JOHN CALVERT
Loughborough University of Technology

MICHEL G. HECQUET
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HUMBERTO LOPEZ-DELGADILLO
Universidad Autonoma de Guadalajara

MARTHA MAYO *(Hinman)*
Sandy Corporation

THALY NILSSON
University of Uppsala

ZUHAIR WARWAR
Universidade Estadual de Campinas

ROBERT WINTER
Florida International University

MEMBERSHIP COMMITTEE

The purpose of the Membership Committee is to seek out new members for the Association, to ensure that current members receive the basic membership services, and to screen and recommend nominees for distinguished membership and the outstanding service award.

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THOMAS J. McALPINE
Alabama A&M University

THALY NILSSON
University of Uppsala

STEVEN F. SCHOMBERG
University of Minnesota

HELEN S. WYANT
State University of New York-Buffalo

NOMINATING COMMITTEE

The Nominating Committee is a constitutional committee whose purpose is to prepare slates of candidates for elective office.

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ROBERT F. GROSE
Amherst College

MARGARET L. (PEGGY) MOORE
Old Dominion University

DEBORAH J. TEETER
University of Kansas

PROFESSIONAL DEVELOPMENT SERVICES BOARD

The Professional Development Services Board is a constitutional entity whose purpose is to provide direction and supervision in meeting the professional development and continuing education needs of members of the Association.

LAURA E. SAUNDERS *(chair)*
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MARK D. JOHNSON *(1983)*
Connecticut Board of Higher Education

DONALD C. LELONG *(1984)*
Institute of Higher Education Management

CYNTHIA A. LINHART *(1983)*
University of Pittsburgh

ELAINE L. TATHAM *(1984)*
ETC (Elaine Tatham, Consultant)

PUBLICATIONS BOARD

The Publications Board is a constitutional entity which is responsible for the publications of the Association and for ensuring that they meet the professional standards of the Association. The Board calls upon several editoral and advisory groups.

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RICHARD B. HEYDINGER *(1985)*
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PAUL JEDAMUS *(1983)*
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EX-OFFICIO MEMBERS

DANIEL R. COLEMAN
(Editor, Forum Publications)
University of Central Florida

CHARLES F. ELTON
(Editor, Research in Higher Education)
University of Kentucky

CAMERON L. FINCHER *(alternate)*
(Associate Editor, Research in Higher Education)
University of Georgia

GERALD W. McLAUGHLIN *(alternate)*
(Associate Editor, AIR Professional File)
Virginia Polytechnic Institute & State University

RICHARD R. PERRY
(Editor, AIR Professional File)
University of Toledo

MARVIN W. PETERSON
(Editor, New Directions for Institutional Research)
University of Michigan

PATRICK T. TERENZINI *(alternate)*
(Associate Editor, New Directions for Institutional Research)
State University of New York-Albany

Forum Publications Editorial Advisory Committee *(1982 Forum)*

The members of the Forum Publications Editorial Advisory Committee assist the editor of Forum publications to review contributed and other papers presented at the Forum which are submitted for publication.

DANIEL R. COLEMAN (editor)

LARRY A. BRASKAMP *(1983)*
University of Illinois

HORACE F. GRIFFITTS *(1983)*
Tarrant County Junior College District

STEPHEN R. HAMPLE *(1984)*
Montana State University

ROBERT S. LAY *(1984)*
Boston College

JOHN A. MUFFO *(1984)*
Cleveland State University

J. LLOYD SUTTLE *(1983)*
Yale College, Yale University

ELAINE L. TATHAM *(1983)*
ETC (Elaine Tatham, Consultant)

JEREMY R. WILSON *(1984)*
Northwestern University

Professional File Advisory Committee

The Advisory Committee for the Professional File series advises the editor on matters related to the content of the series.

RICHARD R. PERRY (editor)
GERALD W. McLAUGHLIN (associate editor)

JOHN S. CHASE
Unive[illegible] British Columbia

PAUL [illegible]
Univers[illegible] Colorado-Boulder

JAMES O. NICHOLS
University of Mississippi

DONALD M. NORRIS
University of Houston

A. KAY STAUB
University of Alabama

Consulting Editors, Research in Higher Education

The consulting editors of Research in Higher Education, half of whom must be AIR members, assist the editor in maintaining the high standards of a professional research journal.

CHARLES F. ELTON (editor)
CAMERON L. FINCHER (associate editor)

JOHN P. BEAN
Indiana University

LARRY A. BRASKAMP
University of Illinois

ROBERT BROWN
University of Nebraska

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JOHN A. CENTRA
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MARY E. CORCORAN
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DAVID L. DeVRIES
Center for Creative Leadership (N.C.)

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University of Washington

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JOHN R. HILLS
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EDWARD KIFER
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EDMOND MARKS
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HARRY G. MURRAY
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ERNEST T. PASCARELLA
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Pennsylvania State University

KENNETH M. WILSON
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LEE M. WOLFLE
Virginia Polytechnic Institute & State University

New Directions Editorial Advisory Board

The New Directions Editorial Advisory Board advises the editor regarding matters relating to content of the monograph series.

MARVIN W. PETERSON (editor)
PATRICK T. TERENZINI (associate editor)

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University of Minnesota

ROBERT J. SILVERMAN
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MARTIN A. TROW
University of California-Berkeley

REASSESS THE PURPOSES AND OBJECTIVES OF THE ASSOCIATION, COMMISSION TO

The Commission to Reassess the Purposes and Objectives of the Association was established to provide the Executive Committee with advice, counsel, and recommendations on questions affecting the future of the Association.

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JOHN S. CHASE
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STEPHEN R. HAMPLE
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LOIS E. TORRENCE
University of Connecticut

ROBERT A. WALLHAUS
Illinois Board of Higher Education

JANIS H. WEISS
North Hennepin Community College

ROBERT WINTER
Florida International University

SITE SELECTION COMMITTEE

The Site Selection Committee analyzes proposed Forum sites—considering hotel accommodations and other features important for the Forum—and forwards its recommendations to the Executive Committee for action.

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ROBERT I. LEWIS
University of Arkansas-Little Rock

JOHN A. MUFFO
Cleveland State University

DEBORAH J. TEETER
University of Kansas

TELLERS COMMITTEE

The Tellers Committee is responsible for counting ballots and certifying the results of all elections or referenda held during the year.

JAMES H. HAYNES *(chair)*
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KARENANN KIEVIT
State University System of Florida

HOWARD W. STOKER
Florida State University

AFFILIATED REGIONAL/SPECIAL INTEREST GROUPS

Notes: Regional or special interest groups may request affiliation with AIR by following the guidelines in the bylaws (Section 5)

AIR OF THE UPPER MIDWEST (AIRUM)

JOHN WILLIAM RIDGE *(liaison)*
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FRANCE

UNIVERSITE DE PARIS I
COSSU, CLAUDE (DR)

UNIVERSITE DE PARIS VIII
DEBEAUVAIS, MICHEL

GERMANY

BAVARIAN STATE INST RSCH HI ED
BERNING, EWALD (DR)

UNIV GESAMTHOCHSCHUL-WUPPERTAL
HOEVELER, DOROTHEE

GREECE

SCIENTIFIC RSCH & TECH AGENCY
DEMIOZOS, DEMETRIS (DR)

UNIVERSITY OF PATRAS
THEODORAKOPOULOS, CONSTANTINE

HONG KONG

CHINESE UNIV OF HONG KONG
DAY, JEROME J., JR.
HU, STANISLAUS (DR)

ICELAND

UNIVERSITY OF ICELAND
JONSSON, MAGGI (DR)

IRELAND

NATIONAL INST FOR HIGHER EDUC
COLGAN, LEO
WALSH, EDWARD M. (DR)

ROYAL COLL OF SURGEONS-IRELAND
GRACE, JOSEPH [illegible]

UNIVERSITY COLLEGE CORK
KELLEHER, MICHAEL F.

UNIVERSITY OF DUBLIN
WINKELMANN, FRANZ CARL

JAPAN

MEIJI UNIVERSITY
OHMORI, TOA (MR)

JORDAN

BIRZEIT UNIVERSITY
HANANIA, AGNES DAMIAN (DR)

MEXICO

IASEI-AJIJIC INST ON INTL EDUC
SORIA-NICASTRO, OSCAR (DR)

UNIV AUTONOMA DE GUADALAJARA
LOPEZ-DELGADILLO, HUMBERTO (DR)

UNIV OF MONTERREY MEXICO
BRAVO, CARLOS F.

UNIVERSIDAD DE LAS AMERICAS
WHITE, IBANEZ ARTURO

NETHERLANDS

AGRICULTURAL UNIVERSITY
KUINDERSMA, R. S.
VINCKEN, J. J. A. M.

NETHERLANDS UNIVS COUNCIL
ACKERMAN, HANS
MULLENDERS, EGIED (DR)

STATE UNIVERSITY OF GRONINGEN
GROENEWEGEN, HERMAN

UNIVERSITY OF LIMBURG
DELROOIJ, PETER (DR)
SCHRIJEN, JAN J. (DR)

UNIVERSITY OF UTRECHT
DIJKMAN, FRANK G. (DR)
SAVENIJE, BAS

NORWAY

AGRICULTURAL UNIV OF NORWAY
DYGARD, GUNNAR ARNLJOT (DR)

UNIVERSITY OF BERGEN
SKREDEN, SVEIN ARNE
TEIGLAND, JOHS

UNIVERSITY OF TROMSO
LARSEN, JAN

PERU

ESAN
SNYDER, DAVID F. (DR)

SAUDI ARABIA

KING SAUD UNIVERSITY
EL-AFANDI, MOHAMED H. (DR)

SWEDEN

HOGSKOLAN I LULEA
LENANDER, CLAES G.

NATL BD OF UNIVERSITIES + COLS
BAUER, MARIANNE (DR)

ROYAL INSTITUTE OF TECHNOLOGY
HASTAD, MATTS (DR)

SWEDISH UNIV OF AGRI SCIENCES
NILSSON, SIGVARD

UMEA UNIVERSITET
SVENSSON, AKE G. (DR)

UNIV COLL, SUNDSVALL
LINDSTEDT, BENGT

UNIVERSITY OF UPPSALA
DAHLLOF, URBAN S. (DR)
EDWARDSSON, ROLAND
FRANSSON, LARS
KVARNSTROM, MAUD
LAURITZEN, EINAR
NILSSON, THALY (DR)
NORMAN, HANS
SANNER, LEIF (DR)

SWITZERLAND

FEDERAL INST OF TECHNOLOGY
PALTENGHI, JEAN-JACQUES (DR)

UNIVERSITE DE GENEVE
FALKOWSKI, MIECZYSLAW M. (DR)
GAILLARD, BERNARD

THAILAND

CHULALONGKORN UNIVERSITY
THONGUTAI, UTOMPORN (DR)
VAJRABHAYA, THAVORN (DR)
VIBULSRI, YAVADEE (DR)

SUKHOTHAI THAMMATHIRAT OPEN UN
WANGSOTORN, TONG-IN (DR)

UNITED KINGDOM

HUDDERSFIELD POLYTECHNIC
NIGHTINGALE, ARTHUR F.

INSTITUTE OF CANCER RESEARCH
DEFRIES, JEFFREY

LOUGHBOROUGH UNIV OF TECHNOLGY
CALVERT, JOHN (DR)
FROST, ROY A. (DR)

MANCHESTER POLYTECHNIC
HAMER, DOUGLAS (DR)

THE FURTHER EDUC STAFF COLLEGE
BIRCH, DEREK W. (DR)
WICKHAM, DEREK A.

THE OPEN UNIVERSITY
FIELD, JACK G. (DR)
WOODLEY, ALAN

UNIVERSITY OF BATH
MAWDITT, RICHARD M.

UNIVERSITY OF EDINBURGH
MAHMOUD, MOHAMMED MOSTAFA

UNIVERSITY OF SURREY
KAIL, LEONARD

VENEZUELA

INST PEDAGOG EXPERMTL(IUPEMAR)
ESTRANO, ALFREDO JOSE (DR)

UNIV CENTRAL DE VENEZUELA
OLAIZOLA, ANTONIO J.

UNIV NACL EXPERMTL DEL TACHIRA
* HERNANDEZ, GUILLERMO E.

UNIVERSIDAD SIMON BOLIVAR
TALAMO, GERARDO (DR.)

Membership Count—by state, province, and country

	No. Mem	(No. inst.)
Alabama	31	(18)
Alaska	04	(04)
Arizona	13	(08)
Arkansas	16	(10)
California	71	(42)
Colorado	46	(19)
Connecticut	22	(14)
Delaware	01	(01)
District of Columbia	29	(17)
Florida	69	(27)
Georgia	35	(22)
Hawaii	06	(03)
Idaho	07	(05)
Illinois	83	(41)
Indiana	14	(11)
Iowa	19	(12)
Kansas	20	(15)
Kentucky	20	(14)
Louisiana	23	(18)
Maine	04	(04)
Maryland	26	(22)
Massachusetts	42	(26)
Michigan	66	(33)
Minnesota	44	(22)
Mississippi	13	(07)
Missouri	25	(15)
Montana	05	(04)
Nebraska	08	(08)
Nevada	02	(02)
New Hampshire	02	(02)
New Jersey	42	(28)
New Mexico	08	(04)
New York	119	(76)
North Carolina	31	(19)
North Dakota	03	(03)
Ohio	48	(29)
Oklahoma	14	(10)
Oregon	15	(11)
Pennsylvania	64	(34)
Rhode Island	10	(07)
South Carolina	28	(19)
South Dakota	06	(03)
Tennessee	23	(13)
Texas	59	(35)
Utah	14	(09)
Vermont	07	(02)
Virginia	49	(26)
Washington	17	(09)
West Virginia	10	(07)
Wisconsin	29	(20)
Wyoming	01	(01)
Puerto Rico	05	(04)
Virgin Islands	01	(01)
UNITED STATES (total)	1369	[illegible]
Alberta	21	[illegible]
British Columbia	30	[illegible]
Manitoba	05	[illegible]
New Brunswick	05	[illegible]
Nova Scotia	06	(05)
Ontario	49	(22)
Quebec	30	(17)
Saskatchewan	10	(03)
CANADA (total)	156	(83)
Australia	13	(10)
Belgium	06	(03)
Brazil	03	(02)
Denmark	07	(05)
Fiji	01	(01)
Finland	01	(01)
France	02	(02)
Germany	02	(02)
Greece	02	(02)
Hong Kong	02	(01)
Iceland	01	(01)
Ireland	05	(04)
Japan	01	(01)
Jordan	01	(01)
Mexico	04	(04)
Netherlands	09	(05)
Norway	04	(03)
Peru	01	(01)
Saudi Arabia	01	(01)
Sweden	14	(07)
Switzerland	03	(02)
Thailand	04	(02)
United Kingdom	12	(09)
Venezuela	04	(04)
OTHER COUNTRIES (total)	103	(74)
AIR MEMBERSHIP (total)	1628	(973)

2:1

Past Presidents

1965–66	John E. St[illegible]n
1966–67	James R. [illegible]mery
1967–68	L. E. H[illegible]
1968–69	Joe [illegible]
1969–70	Th[illegible] Mason
1970–71	Sidney Suslow*
1971–72	Richard R. [illegible]rry
1972–73	Joseph T. [illegible]tton
1973–74	Donald C. Lelong
1974–75	Lois E. Torrence
1975–76	Bernard S. Sheehan
1976–77	James W. Firnberg
1977–78	Warren W. Gulko
1978–79	Robert A. Wallhaus
1979–80	F. Craig Johnson
1980–81	George Beatty, Jr.
1981–82	William L. Tetlow

Past Forum Chairs

(Note: During the period 1965–79, the Forum chair succeeded to the presidency.)

1980	Robert H. Fenske
1981	John S. Chase
1982	Daniel R. Coleman

Recipients of the Sidney Suslow Outstanding Forum Paper Award

1977 Forum	Charles Dudley Salley
1978 Forum	James E. Prather
	Glynt[illegible] Smith
	Jane [illegible]odras
[illegible]9 Forum	Alan [illegible]are
[illegible]	Gerald [illegible] McLaughlin
	James R. Montgomery
	Archer R. Gravely
	Beatrice T. Mahan

Distinguished Members**

A. J. Brumbaugh (1966)*
Mary E. Corcoran (1981)
Paul L. Dressel (1978)
Charles E. Howell (1970)*
John Dale Russell (1966)*
John E. Stecklein (1977)
Elmer West (1974)

Recipients of the Outstanding Service Award**

Charles I. Brown (1979)
Robert H. Fenske (1982)
Cameron L. Fincher (1980)
Gustav J. Froehlich (1979)
F. Craig Johnson (1982)
James R. Montgomery (1980)
Marvin W. Peterson (1982)
Joe L. Saupe (1981)
Bernard S. Sheehan (1981)
Risdon J. Westen (1980)

Emeritus Members**

Harlan D. Bareither (1982)
Rino Bianchi (1980)
Boris Blai, Jr. (1979)
Evelyn Clewell (1977)
Kenneth R. Doane (1981)
Gustav J. Froehlich (1979)
Donald P. Gavin (1978)
Stephen J. Groszos (1982)
Morris S. Hendrickson (1978)
Eliot C. Higbee (1980)
Irvin Hochman (1981)
Paul E. Ingwell (1981)
Nydia M. King (1981)
Suzanne W. Larsen (1982)
Russell C. Peeples (1981)
John E. [illegible]hay (1979)
A. A. Sterns (1977)
Sid R. Wallace (1980)
Risdon J. Westen (1980)
Robert L. Woodard (1979)

*Deceased
**The number in parentheses is the year in which the award was made